



Pinner Wood School



Year Group	6	Term	Spring 1	Subject	Music	Top ic	A New Year Carol- Gospel/Bhangra
						Key Qu esti on	When listening to the music of Benjamin Britten- what can I hear?
Prior Learning and other Curriculum Links	-Y4-Lean On Me (Gospel) -Y1/Y4 (Bhangra) -Linked to Y6 Voice In A Million practise of a range of genres			Target Tracker statements (Skills)	<p style="text-align: center;"><u>Throughout all Y6 Units</u></p> Listen: To appropriately discuss dimensions of music and recognise them in music heard. Recall with detail showing increasing aural memory and accuracy. Appreciate music drawn from different traditions. Appreciate high quality music from great composers and musicians. Understand: To understand all the taught dynamics of music Appraise (oracy): To appraise music linking and comparing to musicians and composers known using key vocabulary. To explain their favourite composer and why. Perform: To perform in ensemble contexts using expression and in solo or ensemble contexts with increasingly accuracy, control, fluency and expression. Improvise: To improvise and composer music for a range of purposes. Compose: I can compose a simple composition and write down using notation. Notation: To have a deeper understanding of written notation including staves, semibreves and dotted crotchets along with notation taught in Y3,4,5. To write and recognise music notes on a stave.		
Fundamentals	To be able to identify the music of Benjamin Brittan and describe the instruments, structure and story told. To be able to perform in the style in a solo or ensemble.			Key Facts/Sticky Knowledge	-In 1934 Benjamin Britten wrote a series of 12 songs for school. These songs, called Friday Afternoons (that was when pupils had their singing practice) -A New Year Carol is a British folk song originating in Wales, and it is also known as Levy Dew. This carol was traditionally sung at New Year and is associated with New Year customs, not Christmas. The song celebrates the New Year using a combination of folk stories and religious ideas. -The mood of the song is: • Smooth • Gentle • Lyrical • Calm • Flowing • Reflective -Structure includes: The piano accompaniment supports the vocal line: the melody (tune) is smooth and lyrical. The verses are calm and peaceful, telling us about the in-coming new year, and interestingly 5 notes are used.		

			<p>The chorus is louder and reaches a climax with a wider range of notes and more leaps than steps in the melody line.</p> <p>-Looking at Eb major. Notes: Eb, F, G, Ab, Bb, C + D and recognise these on a tuned instrument</p>
<p>Our Curriculum Journey</p>	<p>Journey: Warm-up games pulse, rhythm and pitch games: ● Learn to clap some of the rhythms used in the song ● Learn some musical phrases that you will sing in the song. Singing in unison.</p> <p>Show stopper: Sing the song in its original style, and the Urban Gospel version. Use percussive instruments and tuned instruments to create a class orchestra performance.</p>		
<p>Key Vocabulary (revisited)</p>	<p>Compose, improvise, pulse, rhythm, pitch, tempo, melody</p>	<p>Key Vocabulary (new)</p>	<p>Fluency, Expression, Recording, Composition, History of music, cover, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel</p>