

**‘Sound Ideas’ - The Elements and Singing Progression YEAR 6**

|  |  |  |
| --- | --- | --- |
|  | **LEARNING OBJECTIVES** | **LEARNING OUTCOMES** |
| **DYNAMICS** | * Dynamics are expressive elements in music that are used to achieve particular effects and moods. | * Use a wide range of dynamic contrast expressively in performances and composition (vocal and instrumental) with good control and awareness of their effect. * Identify aurally and using simple notation how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary * Describe and compare different kinds of music using appropriate musical and descriptive vocabulary. * Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding. |
| **DURATION** | * Dynamics are expressive elements in music that are used to achieve particular effects and moods. | * Use a wide range of dynamic contrast expressively in performances and composition (vocal and instrumental) with good control and awareness of their effect. * Identify aurally and using simple notation how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary * Describe and compare different kinds of music using appropriate musical and descriptive vocabulary. * Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding. |
| **TEMPO** | * Tempo is an expressive element in music that is used to achieve particular effects and moods | * Use tempo expressively in performances and composition with control and awareness of its effect. * Describe and compare different kinds of music using appropriate musical vocabulary.   Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding. |
| **PITCH** | * Pitch can be represented using SOLFA pitch names and hand signs * Pitch can be represented using stave notation. * There are many different forms of scale e.g. major, minor, pentatonic, ‘blues’ and each has its own musical characteristics. | * Continue to demonstrate the relationship between different pitches using SOLFA hand signs and pitch names from these pitch groups:   **1. d r m f s l** ( Major scale steps 1,2,3,4,5,6)  **2. m f s l** ( Major Scale steps 3,4,5,6)  **3. s l t d’** ( Major Scale steps 5,6,7,8)  **4. d r m f s l t d’** (Major Scale steps 1,2,3,4,5,6,7,8)   * Continue to read and perform melodic phrases (vocal and instrumental) using a 3, 4 and 5 line stave ‘ladder’ from these pitch groups:   **1. d r m f s l** (Major Scale steps 1,2,3,4,5,6)  **2. s l t High d’** (Major Scale steps 5,6,7,8)  Sing songs which use major, minor, pentatonic and ‘blues’ scales and identify them aurally. |
| **TIMBRE** | * Timbre is an expressive element in music that is used to achieve particular effects and moods | * Describe and compare different kinds of music using appropriate musical vocabulary.   Create and perform music that meets intentions and combines sounds imaginatively with awareness and understanding. |
| **TEXTURE** | * Harmony is produced using many different techniques and devices. | * Maintain own melodic line with confidence and control in 2 and 3- part harmony, with awareness of the different harmonies produced (using rounds and canons, drones, ostinato phrases, simple harmony lines e.g. in 3rds). * Demonstrate an understanding of how chords are constructed e.g. a simple 3 note triad like ‘d, m, s’ *(Major Scale steps 1,3,5)* * Identify aurally where chords change within a harmonic framework and describe the effect of simple cadences (e.g. as ‘finished’ or ‘unfinished’) * Play simple accompaniments to songs using devices like ostinato, drone, sequence and simple chords and arpeggio patterns |
| **STRUCTURE** | * Musical ideas can be improvised, fixed and organised in different ways – the process of composition. | * Analyse aurally the melodic and rhythmic structure of a simple song or instrumental piece, noting use of repetition or changes and devices like drone, ostinato, and sequence. * Recognise aurally simple musical structures e.g. canon, round, verse and chorus, rondo, AABA, theme and variations etc * Continue to recognise aurally the use of different scales – major, minor and pentatonic and note the effect created. * Improvise and compose pieces and accompaniments using given structures and devices. * Use notation as a support for creative work and performance. |
| **SINGING** | * Place the voice comfortably, with awareness, so there is a free and flexible vocal facility throughout their pitch range. * Develop a focused singing tone with good articulation, pitch-matching (intonation), phrasing and dynamic range. * The voice is an expressive instrument and can convey a range of emotions to support the text * Specific vocal techniques can be employed to capture different elements of a musical genre or style | * Place the voice with accuracy over a wider pitch range of **Low** **s, - High r’** (a 12th, Major or Minor scale steps low 5 – high 2). * Sing songs which contain wider jumps (intervals) in pitch. * Explore different parts of the voice – ‘head’ and ‘chest’ – with growing control and awareness. * Use an ‘unbroken’ singing tone, using one breath per melodic phrase. * Sing rounds, canons and simple harmonic two / three -part arrangements, maintaining own part accurately with confidence and awareness of how the different parts fit together. * Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances. * Sing songs, including their own simple compositions, from a wide range of musical genres and styles |

Soo Bishop MMF Programmes Director

‘Sound Ideas’ KS1 and 2 October 2019