YEAR 6 MUSIC LEARNING JOURNEY

SPRING TERM 1+2

TERM OVERVIEW	PROJECT OUTCOMES
This term children will be continuing to develop their instrumental and performance skills, as well as expanding their use of musical notation, learning to follow chord symbols and leadsheet notation. Children will extend their work from last term's Keyboard Challenge, by learning to play chords and triads on the keyboard Children will learn all about "Harmony", through being able to create triads on the keyboard and also through simple part singing. They will then use their knowledge of chords to play the chord progression to "Hound Dog", plus use the same 12 Bar Blues Chord progression to improvise melodies using a 5 note Blues Scale. Through Y5 and 6 there will be a 2 year "Composer of the Month" listening scheme. The second term will return to 20th Century and Popular Music composers so that children begin to build a picture of how music has changed over time. The focus is on oracy skills, listening to each other's opinions and giving their own.	By the end of the unit children will be able to sing simple harmony parts, in 2 or 3 parts. They will know the notes that make up triads on each note of the C Major scale. They will be able to play a 12 Bar Blues progression in C major, and perform this along with the song "Hound Dog". They will then play the progression using the chords in A minor, and improvise melodic patterns over a backing track. Children will also be able to talk about 3 composers - John Cage, Lennon and McCartney and Stevie Wonder and their opinions of the music.

BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY + Skills
Rhythm and Notation skills have been developed since Year 1, beginning with the Kodaly and Dalcroze approach and then moving onto standard notation during Key Stage 2. In Y5 last year children formally developed their reading skills as they started the Keyboard Challenge, now they can extend this by reading chord symbols and leadsheets Instrumental learning has also built from glockenspiels and chime bars to keyboard through Key Stage 2, and this is again a chance to strengthen and reinforce their learning so that students can go to high school with a solid foundation on the keyboard. Composition features every year in the music curriculum, as a key component of the NC, so this will develop the skills from Y5 (composing riffs) and Y4 (pentatonic melodies), with a focus on improvising blues riffs.	. The music curriculum is very much on a progressive spiral, so children will continue to develop rhythm skills, notation reading, instrumental skills, using their voices and composition in future terms. Later in Y6 they will use their knowledge of pitch, rhythm and chords to compose and create pieces of music on music software such as Chrome Music Lab and Garageband. All the skills they are learning will prepare them for KS3 study of music.	Follow a leadsheet, counting beats, bars and changing chords using chord symbols Perform in time to the beat/ backing track. Sing a harmony part within a group. Perform a 12 Bar Blues chord progression for the song "Hound Dog". Improvise melodic ideas using a blues scale 20th Century and Pop Music. Rock n Roll Bar lines Time signature Melody/ Tune/ Riff Improvise Blues scale/ 12 Bar Blues Harmony Triad/ Chord Leadsheet

NC COVERAGE	
KS2 Pupils should be taught to: ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory ● use and understand staff and other musical notations ● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	
SKILLS FOCUS	**SUGGESTED SEQUENCE OF LEARNING**
By the end of this unit the children should know (knowledge):. ● *The names of a 20th Century Composer (John Cage) and different pop and soul Composers (Lennon&McCartney and Stevie Wonder)* ● *What a triad and chord is and how to work out the notes* ● *What a 12 Bar Blues is and the chords that are used in one.* ● *What it means to improvise and the notes of a blues scale.* **By the end of this unit the children should be able to (skills):** ● *Create triads in the key of C major* ● *Play a 12 Bar Blues using the chords I, IV and V in C*	**Lesson 1: keyboard monitors to set up keyboards at the end of lunch.** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Introduce new composers of the month – John Cage - experimental music. Listen to Piece 1. 2.Recap our 5 note pentascale on C (C,D,E,F,G) – ask for a volunteer who might be able to demo it on the keyboard. Ask the question – "this is a scale, but how could we add harmony to this melody?" – see if anyone knows what I mean by harmony. After a short discussion watch the video link in the PPT. 3. Slide 2 – explain the definition of harmony and then build up the "Scoo-be-doo Song" from Voiceworks – creating vocal harmonies by adding more parts – aim for at least 3, but build up one at a time. 4. Link this to keyboards – creating TRIADS. Explain what a triad is and demonstrate how to create a triad, using the visual keyboard (play a note, miss a note, play a note, miss a note, play a note – or 1,3,5) 5. Final task – children to use their keyboards, and, working with a partner, work out the notes for different triads starting on D,F,G and A. (Extension: if they can play all of those triads they can choose 2 or 3 and play them in a repeating pattern to create a "chord progression") – after some time working on this ask different children to play and name the notes in each triad, and see if anyone wants to share a chord progression if they tried one. **Lesson 2: keyboard monitors to set up keyboards at the end of lunch. Also, a pack of note cards for each pair.** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Recap Cage - play piece 2 on PPT and discuss the music using the questions. 2. Recap learning from last week - start by singing in harmony using "ScoobeDoo" scat song from Voiceworks, layering up at least 3 parts in harmony. Really focus on getting students to listen to each other and fit the parts together. Record their performance. 3. Recap key vocab and how to form a triad. Ask for definitions of the words, and then using the note cards, with their partners, students are to form triads starting on different notes. 4. Once the recap is finished ask students to practise 3 triads - C, F and G - on the keyboard. Demonstrate how to move between the triads, and show different options: playing all 3 notes, playing the 1st and 3rd, or just playing the root note. Students to work at the level they find best for themselves. Give them 10 minutes to have a practiser of the 3 triads.

• *Play the 12 Bar Blues along to the song "Hound Dog", in time to the backing track.* • *Improvise melodic patterns using the notes of a blues scale* • *Listen to music and pick out features of the piece through focused questions.*	5. Play Hound Dog on Musical Futures. Talk about the Rock n Roll style, and look at the chord progression on the board. Talk through the Leadsheet/ Bars/ Beats etc, and then demo how to play through. Explain their assessment task for this term: to perform the chord progression for the song, along with the backing track. Demonstrate different ways of performing the triads (as already mentioned). If time, allow students to start practising. **Lesson 3:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Begin with listening to Cage piece 3 - thumbs up, down/ middle - vote on their opinions of his music. 2. Recap to start: quick fire definitions - students to write the word that fits it on whiteboards and hold up. Then sing Scoo-be-Doo - layer more parts. 3. Show students Hound Dog on MF again - talk through the different performance options for them to practise, and demonstrate how they will sound. Explain they are to work with their partner to play in time, but each of them can use a different performance option from the list. The focus is on timing. 4. Practise time, moving round the room to help as needed. 5. Ask if anyone would like to demo a chorus of the chords along to the track. Encourage respectful listening, and give feedback at the end. **Lesson 4: keyboard monitors to set up** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Intro new composer of the month – Lennon and McCartney, 1960's Britpop style, listen to piece 1 on PPT and discuss the music. 2. Recap - notes of the 3 triads we are using: C, F and G - students to write on whiteboards. 3. Quick demo and recap of performance options for Hound Dog. 4. Practise time for most of the lesson - support as needed. 5. Students to share work at the end, if they feel ready - explain week 6 is performance week. **Lesson 5:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Lennon and McCartney piece 2 on PPT, discuss music using questions, and thumbs/ up/ down/ middle and musical opinions on the music. 2. Quick demo and recap performance options for next week. Explain students are going to perform as a table, so 2 or 3 pairs together. Give everyone practise time, and then for the last 20 minutes, each table to try performing out loud, along to the backing track, aiming to stay in time with each other. Give them feedback/ targets, ready for next week's performance.

	Lesson 6: ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1. Lennon and McCartney piece 3 on PPT, discuss music using questions, and thumbs/ up/ down/ middle and musical opinions on the music 2. Performance lesson: All tables to perform Hound Dog chord progression along to the backing track, using whichever performance option they have chosen. Other students to be a respectful audience. Film all performances 3. Aim to watch back performances next week if possible so students can critique themselves. **Lesson 7:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Intro new composer of the month - Stevie Wonder - soul/ RnB style. Listen to piece 1 and give opinions. 2. Watch back performances from last week - students to critique themselves and others - what went well, what could be even better? 3. Look at the chord progression and introduce the concept of the 12 Bar Blues - go through use of Roman numerals - can students write the chords but this time starting on A? PLay them the A chord (with/ without C#) which sounds better? Explain major/ minor - keep it simple with bright/ happy, and darker/ sad. Do the same with the D and E chord - play the major/ minor versions and see if they can spot which is which. 4. Focus now on the Blues scale - explain that this is the pattern of notes used to create melodies. Look at the E flat - where is it on the keyboard. Demo how to improvise using the notes. Put the backing track on and play different patterns, some simple, some more complex. 5. Give students time on the keyboards, to use the notes of the blues scale and improvise simple riffs and melodies, whilst listening to the backing track. Let students share their work if they feel confident to. **Week 8:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Recap Stevie Wonder - listen to piece 2 and give opinions. 2. Quick recap of key terms: how much have they learnt and retained this term? Complete the key vocab sheet - matching words to definitions. 3. Recap how to improvise and the notes of the blues scale - quick demo, then set students off trying their own. Leave backing track on loop, and ask them to focus on fitting their patterns in time to the music. Walk round, listening to students and making suggestions where needed. 4. Performances at the end of the lesson (and next week). **ADD IN CHROME MUSIC LAB – SONGMAKER CHORD PROGRESSIONS, AND/ OR MUSICAL FUTURES – HAPPIER CHORD PERFORMANCE**

End Points

- **What is a triad?** A 3 note chord (play a note, miss a note, play a note, miss a note, play a note).

- **What are the notes in a C, F and G chord?** (CEG, FAC, GBD)

- **Can you tell me how you practised and performed the chord progression for"Hound Dog" on the keyboard?**

Started with single notes from each chord, following the beat of the backing track, and keeping in time. Then, over time, tried it as two note chords or 3 note chords, or with both hands, either playing on every beat, or one chord to each bar, aiming to keep in time with the backing track.

- **What does it mean to "improvise" in music, and how did you do this using the notes of the blues scale?**

Improvise = making up music as you go along, trying out musical ideas. We used the notes from the scale and made up patterns and melodies to fit over the backing track.