

year 6

Term 1

This unit helps pupils learn more about exploring sounds and sound sources to create an intended mood, atmosphere and effect and to develop their understanding of Programme Music. The theme of "The Haunted House" is used as a stimulus to encourage pupils to consider, select and combine appropriate vocal, body and instrumental sounds and sound sources to describe different "spooky" situations through music.

Pupils investigate how composers use the **elements of music** to create an intended effect, respond to music using dance and movement and create sound pictures and graphic scores. Pupils create their own structured "spooky music" piece selecting and combining appropriate sounds and sound sources to match certain symbols.

Term 2

Samba

This unit introduces the poly rhythmic style of Latin-American Samba and identifies its roots in African. Through performing Samba, pupils will learn the sounds and understand the roles of each instrument used in Samba, learn about rhythmic loops, polyrhythms, call and response and improvisation in Samba and experience the exhilaration and physical impact of percussion ensemble music. The unit is based around a flexible class Samba performance piece - "Curry house samba". They will then go on to composing their own full Samba.

Term 3

Weather music:

This unit develops pupil's ability to recognise how sound sources can be used expressively and be combined to create music in response to the weather and the seasons. Pupils explore how sounds can be changed, combined and organized to create class and group compositions. They respond to stimuli by the weather and explore ways in which sound can be used expressively. Pupils are introduced

to the music of the Baroque period and to the genre of the solo concerto focusing on "The Four Seasons" by Vivaldi.