



Subject Theme Overview		Year	6	Charlton Kings Junior School		
Subject	Music	Theme	Songwriting	Terms	1 and 2	
What should I know already?		What should I be able to do by the end of the unit?				
<ul style="list-style-type: none"> • Know how to describe the pitch, duration, dynamics, tempo, timbre, texture and structure of a piece of music • Know how to read and play notes B, A, G, on the recorder and have an awareness of the placement of other notes on the staff • Know the names of a range of musical styles, genres and traditions. • Understand how to perform as a soloist and in an ensemble with confidence • Know the key difference between composing and improvising on an instrument and how to do both using simple guidelines. • How music is notated in different ways. 		<ul style="list-style-type: none"> • Listen to, appraise and compare a range of popular music pieces centred around the theme of happiness • Apply learning on indicative musical features to Happy • Begin to experiment with writing own songs, using lyrics, melody and rhythm, as well as the indicative musical features, to create a song. 				
What should I know by the end of the unit?				Key Musical Vocabulary		
Technical	Constructive	Expressive				
<ul style="list-style-type: none"> • Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Understand how to notate and play a composed melody on available tuned percussion or other instruments. 	<ul style="list-style-type: none"> • Know how to use dynamics during performance for effect, including very loud (ff), very quiet (pp), moderately loud (f) and moderately quiet (p) • Understand how a melody can be accompanied by chords or a bassline, and begin to explore this independently. • Know how to compose a melodic phrase using the diatonic scale, incorporating rhythmic variety and interest, including ostinato • Understand how to use rhythmic or chordal accompaniment to enhance composition. • Recognise different style indicators (for example different instruments and their sounds). • Confidently discuss the interrelated dimensions of music, and how they fit into music being listened to: <ul style="list-style-type: none"> ○ Structure and form – verse and chorus form ○ Harmony – Chord progressions ○ Texture – Music in 3 and 4 parts 	<ul style="list-style-type: none"> • Know how to sing as part of a choir in three or four parts, considering rhythm, phrasing, accurate pitching and appropriate style as part of performance. • Name key instruments, pieces and people within the repertoire of songwriting for popular music: <ul style="list-style-type: none"> • <i>Happy (Pharrell Williams)</i> • <i>Where is the Love? (Black Eyed Peas)</i> • <i>Supercalifragilisticexpialidocious (from Mary Poppins)</i> • <i>My Favourite Things (from The Sound of Music)</i> • Place music in its historical context. 		<p>Pitch – How high or low a sound is</p> <p>Duration – How long or short a note is</p> <p>Dynamics – How loud or soft a note is</p> <p>Tempo – How fast or slow a piece of music is</p> <p>Texture – How thick or thin the sound is</p> <p>Timbre – The quality of colour of the sound produced</p> <p>Structure – How the sections (verses and choruses etc) of a song are ordered to make the whole piece</p> <p>Diatonic scale – A scale of 8 notes</p> <p>Melody – The musical shape of the tune</p>		

