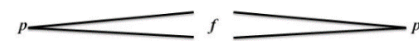


| Year 6 Music                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                  | Ostinato rhythms (Harry Potter) (Cup Song)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |       |  |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
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| Crucial Knowledge & Skills                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                  | Interrelated Dimensions of Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                       | Notation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |       |  |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>Identifying rhythms with formal notation</li><li>Composing a repeated rhythmic pattern (ostinato)</li><li>Analysing and applying call and response techniques</li><li>Practising and refining an ostinato rhythm</li><li>Performing and appraising call and response ostinato rhythms</li><li>Improvising and composing to create an ostinato</li></ul> | <ul style="list-style-type: none"><li>Pulse – steady beat</li><li>Rhythm – long &amp; short sounds</li><li>Timbre – sound quality</li><li>Texture – layers of sound</li><li>Tempo – fast &amp; slow</li><li>Dynamics – loud &amp; soft</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                       | <p>Duration - the length of time a note, sound, or silence lasts</p> <p>Semibreve = 4 beats </p> <p>Dotted minim = 3 beats </p> <p>Minim = 2 beats </p> <p>Crotchet = 1 beat </p> <p>Quavers = half beats </p> <p>Semiquavers = quarter beats </p> | <p>Call and response – a musical form or compositional technique where a phrase (the "call") is followed by a second phrase (the "response") that answers comments on the first. </p> <p>Semi quavers – a musical note that is played for one-sixteenth the duration of a semibreve. It is half the length of a quaver and a quarter the length of a crotchet.</p> <p>Ostinato – a repeated melodic or rhythmic phrase.</p> <p>Tempo changes –</p> <p>Rallentando (abbreviated as "rall.") means to gradually slow down the tempo or speed, of the music.</p> <p>Accelerando (abbreviated as "accel.") means to gradually increase the tempo, or speed, of the music.</p> |    |       |  |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                               | Technical Terms                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |       |  |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
| <p>Dynamics –</p> <p>pianissimo pp = very soft</p> <p>piano p = soft</p> <p>mezzo piano mp, = quite soft</p> <p>mezzo forte mf, = quite loud</p> <p>forte f = loud</p> <p>fortissimo ff = very loud</p> <p>crescendo, diminuendo</p>                                                                         |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |       |  |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
| Key Concepts                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |       |  |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
| Singing                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                  | Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       | Appraising                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Musicianship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |       |  |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
| <p>Using voices to create rhythms, matching syllables to words.</p> <p>E.g. Dumbledore = ladybird =</p>                                                                                                                                                                                                    |                                                                                                                                                                                                                                                  | <p>Identifying rhythms with a particular focus on <b>duration</b>.</p> <p>E.g.</p> <table><tr><td>Hog</td><td>warts</td><td>ex</td><td>press</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> |                                                                                       | Hog                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | warts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ex | press |  |  |  |  |  |  | <p>Considering the <b>timbre</b> of the sounds created and how they work within an ensemble to deliver the best effect.</p>  | <p>Using body percussion and untuned percussion instruments to create the sounds that give the desired effect for the ensemble, with an awareness of <b>duration, tempo</b> and <b>timbre</b>.</p> |
| Hog                                                                                                                                                                                                                                                                                                                                                                                           | warts                                                                                                                                                                                                                                            | ex                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | press                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |       |  |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
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