

Theale CE Primary School



Subject: Music

Year Group: Yr 6

Term: Spring

	What will I know and be able to do?
Duration	Dance rhythms– calypso, samba, tango
Tempo	Play a rhythm with changing time signatures, tied notes and syncopation in time
Dynamics	Controlled use of dynamics in performance to describe knowledge and understanding in context
Pitch	Applying knowledge , skills and understanding of pitch when composing, performing and listening.
Timbre	Timbre—compare and contrast with musical instruments around the world (South America)
Texture	Vocal/Orchestral Music– and the effects in dance music
Structure	Music written for dance– structures for example waltz 3/4
Conducting	Conduct the school choirs
Singing	Independent part singing, singing while you dance!
Composing	Compose a dance piece eg Calypso, Tango
Performing	Performance in public venue

Music Listening (selected pieces)		
Waltz– The Blue Danube (Strauss)		March— Stars and Stripes for Ever (Souza)□ South American -Dance Music Bolero—Ravel Carmina Burana—Orff Recap—ballet music– Prokofiev, Tchaikovsky
Hornpipe– No 12 Fantasia on British Sea Songs (Wood)		
Sabre Dance—Khachaturian		
Habanera– Carmen Suite No 2 (Bizet)		
Key Vocab	- see above for Italian Terms	
Syncopation	A variety of rhythms played together, irregular	Recognising musical forms and voices Musical forms: Dance see above
Chromatic	12 tone scale—no key, closest interval	
Fantasia	Musical composition with roots of improvisation	
Bolero	A Spanish dance in triple time	
Habanera	A Cuban Dance in Slow Duple Time	
Time Vocab	Duple, Triple, Quadruple	