



## Year 6 Singing

### What I should already know.

- I can sing simple part songs and contribute musical ideas to enhance singing, e.g. beatbox.
- I have begun to take responsibility for singing and playing the performance through self-directed rehearsal.
- I have begun to use rhythmic and pitched notation to record ideas.
- I know that **Repetition** is sounds and sequences that repeat.
- I know that **Rhythm** is a repeated pattern of music.
- I know that a **round** is the same song sung at different times.
- **Vocal Range** – The range of pitches a person can produce - Soprano, Alto, Tenor, Bass.
- **Staff** - The five horizontal lines and four spaces that each represent a different musical pitch.
- **Tuning** – to adjust the pitch of an instrument or voice, so it is 'in tune' with other voices or instruments.
- **Scale** – any set of notes ordered by *pitch*.

### Elements

I know that **Texture** is layers of sound created by playing instruments together or separately throughout a piece of music. (**Thick, Thin**)

I know that **Timbre** is the quality of sound. What an instrument sounds like.

I know that **Duration** is about keeping a steady beat.

I know **Tempo** is the speed of the music.

I know that **Dynamics** is the volume of the music.

I know that **Pitch** is how **high** or **low** a note is.

**Structure** – The different sections of music; how it changes, including the use of repetition, contrast & chord changes.

### What will I know by the end of the unit?

#### Skills

##### Singing

Apply vocal skills, knowledge and experience creatively and sensitively when singing, with an awareness of balance.

Perform significant parts from memory and from notations with awareness of own contribution.

Sing from memory with confidence, expressively and in tune.

Perform alone and in a group, displaying a variety of techniques.

Sing a harmony part confidently and accurately.

Recognise which refinements need to be made and know how to make them.

Sing, taking greater responsibility (ownership) of the standard and quality of performance, including independent practise.

##### Listening and Responding

Respond to, identify, compare and contrast music with a confident awareness of the music's context and purpose.

Understand and identify the composer's intent and how this was achieved.

Identify the time period of a piece of music and place on the time line accurately.

##### Describing and Discussing

Discuss and share informed opinions about what is heard, commenting on the context / purpose and impact of the music.

Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary.

Discuss music in relation to its place in history, focusing on the style of the time.

#### Songs

'You've got a Friend'  
'Locomotion'  
'One Fine Day'

#### Vocabulary

##### Dynamics:

**Forte** – loud

**Piano** – quiet

**Crescendo** – getting louder <

**Diminuendo** – getting quieter >

##### Tempo

**Presto** – Fast

**Largo** – Slow

## Key Knowledge

**Composer** - a person who writes music, especially as a professional occupation.

**Musical expression** - that element of musical performance which is something more than mere notes.

**Diaphragm** - a dome-shaped muscular partition separating the thorax from the abdomen in mammals. It plays a major role in breathing, as its contraction increases the volume of the thorax and so inflates the lungs.

**Unison** - the performance of musical parts at the same pitch or at the octave and at the same time.

**Harmony** - takes place when people play or sing more than one tone at the same time.

**Ballad** - a song set to a slow tempo that deals with themes of love or loss.

### Warm Ups

Charanga vocal warm ups  
Tongue twisters  
Breathing exercises

#### Notes

