



St James' Church of England Primary School

Music Overview Sheet



Year 6 – Composing and Performing a Leaver's Song

Rhyming patterns

AABB - Lines 1 and 2 rhyme and lines 3 and 4 rhyme.

ABAB - Lines 1 and 3 rhyme and lines 2 and 4 rhyme.

ABBA - Lines 1 and 4 rhyme and lines 2 and 3 rhyme.

ABCB - Lines 2 and 4 rhyme and lines 1 and 3 rhyme.

Unit Outcomes: Pupils who are **secure** will be able to:

- Identify and evaluate the musical features of a song.
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fit an existing melody over a four-chord backing track.
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Record melodies using letter notation.
- Perform the leavers' song with confidence.

Key Skills:

- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others' work, using musical vocabulary.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions

Overview:

Lesson 1: **A single year** To listen to and describe music
 Lesson 2: **Writing chorus lyrics** To write lyrics for a song
 Lesson 3: **Writing verse lyrics** To organise lyrics into a song structure
 Lesson 4: **Lesson 4: Backing track** To use vocal improvisation and known melodies against a backing track
 Lesson 5: **Creating a melody** To compose a melody
 Lesson 6: **The final piece** To compose a verse melody

Cross-Curricular Ideas

Key Vocabulary

Allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse

Impact/Assessment

Most Children will: • Identifying and evaluating the musical features of a song. • Contributing ideas to their group chorus. Suggesting how lines three and four could rhyme. • Contributing ideas to their group verse and suggesting how lines one and four and five and eight could rhyme. • Fitting an existing melody over a four-chord backing track. • Creating a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Recording their melodies using letter notation.

More Able Children will: • An ability to evaluate the combined success of the musical features of a song in creating an intended effect. • Taking a lead in their group to produce a chorus with all lines rhyming, for example, lines one and three as well as lines two and four. • Taking a lead in their group to produce a verse with alternate lines rhyming. • Showing their musical creativity by combining two or more melodies or improvisations over a four-chord backing track. • Using their own instrument to compose a melody. Amending their melody to improve it, varying the dynamics and using more than one instrument. Notating their melody using staff notation.