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| **Year 6 Musical Modes: Autumn Two** |
| What should I already know? | What I am learning  | Key Vocabulary |
| * I understand the importance of music during war and its many purposes.
* I can make thoughtful comments about a piece of music using musical terminology.
* I understand how tempo and keeping the beat was crucial to soldiers.
* I can identify instruments used in a piece of music and understand their purpose and effect.
* I can sing in parts and rounds with growing confidence and accuracy.
* I can create an effective accompaniment to a song using tuned instruments.
* I can play a part in an ensemble performance, rehearse and make improvements.
 | * I can recognise work songs and understand the purposes of them.
* I know the difference between major, minor scales and modes and how each are used.
* I can identify some medieval instruments.
* I understand how modes were used in the Medieval and Tudor periods and are still used in music of today.
* I can sing a medieval song in Latin.
* I can play melodies on tuned instruments and accompany with chords in an ensemble performance.
* I can improvise over a groove in a major and a modal key.
* I can compose my own piece in the Dorian mode.
 | Dorian Mode | A mode using the white notes of the keyboard from D - D |
| Improvise | Making melodies up as you go along following the notes of the scale or mode |
| Drone | Two notes (first and fifth of the scale) played together as an accompaniment to a melody |
| Work songThe History of the Sea Shanty - Lovesail News - Sailing with Sirens | A song used by workers to keep in time with each other – sea shanties, waulking songs  |
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