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|  **Year 6 – Music – Drama!** |
| What should I already know? | What am I going to learn in this unit? | Vocabulary I need to know |
| * I can comment on music that I am listening to using an increasing amount of musical terminology
* I know the difference between major, minor scales and modes and how each are used
* I can identify orchestral instruments and some medieval instruments
* I understand how modes were used in the Medieval and Tudor periods and are still used in music of today
* I know how to use scales and modes to compose my own pieces using a given structure

 Chapter 10: Children's Musical Play: Musicality and Creativity – Music and  the Child | * To describe and analyse music using a growing range of musical terminology and vocabulary
* To justify my opinions about a piece of music using musical terminology
* To understand the time / context and society that music was written and performed in
* To respond creatively to the stimulus by singing / playing or composing using voice, tuned or untuned instruments
* To compose a piece of music in ternary form with a contrasting tonality for the B section
* To understand the feature of Ostinato and can use it in my own compositions
* To play simple riffs and melodies from the music we are studying on tuned instruments
* To notate a composition using a graphic score
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| Articulation | How the attack of a note can be changed for a dramatic effect |
| 60 Music Symbols You Need to Understand Written Music | LANDR BlogStaccato  | To play a note short and detached |
| Legato | To play notes smoothly |
| Beginner or Not: Learn and Understand the Music Note NamesAccent | To accent the note and give it extra force |
| Tenuto | To press the note with a slight emphasis |
| Ostinato | A rhythmic or melodic pattern that is repeated over and over again |
| Riff | A short melodic pattern that is instantly recognisable |

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