




What I Need to Know: Y6 Music – AUTUMN TERM ADVANCED RHYTHMS

We nurture the curiosity to learn, the courage to lead and the compassion to care.

Name:

Class:

 Create, Communicate & Evaluate	Met
Refine and develop a group composition using a variety of musical devices: melody, rhythm, chords.	
 Question, Reason, Discuss & Explain	Met
Identify the way that features of a song can complement one another to create a coherent overall effect.	
Recognise that different forms of notation serve different purposes, (comparing Kodaly and traditional stave music notation)	
Use detailed musical vocabulary to discuss and evaluate my own and others' work.	
Evaluate how the venue, occasion and purpose of music affects the way a piece of music sounds.	
 Know & Do	Met
Understand the origins of the Kodaly method of music notation.	
Know that music has a regular pulse, upon which more complex rhythms can be played	
Repeat various clapping rhythms, staying in time, maintaining the musical pulse.	
Combine groups of beats and other rhythmic elements that add up to 8 counts.	
Clap a rhythm at the same time as chanting words	
Notate rhythms accurately using crotchets, quavers, minims, semiquavers, semibreves and rests	
Perform my part, whilst others perform their part, staying in time.	

Vocabulary I need to know...

Kodaly, notation, pulse, clapping, layering, rhythms, chant, minims, crotchets, quavers, semiquavers, semibreves, rests, melody, chords, syllables, unison, compose, TA, TITI, TWO, SH

Opportunities to support English and Maths

- Rhythm – working on layering of clapping rhythms using different length beats – minims, crotchets, quavers etc.
- Research and written information on the minimalist composer Steve Reich

Curriculum Links and Enrichment Activities

- Class assembly or performing to the rest of class/year group