MUSIC

Syllabus for Primary Schools

YEAR 6

LEARNING OUTCOMES

for

YEAR 6

6.1 PERFORMING	6.2 COMPOSING	6.3 LISTENING AND APPRAISING
6.1.1 Develop competence in singing songs in unison and two parts	6.2.1 Develop competence in exploring a range of resources for composing	6.3.1 Develop competence in identifying different combinations of resources
6.1.2 Develop ability in rhythmic and melodic material for song arrangement	6.2.2 Develop ability to explore rhythmic and melodic rondos	6.3.2 Develop competence in listening to extracts of music demonstrating how composers use the elements of music and resources to communicate a mood or effect.
6.1.3 Develop competence in playing musical phrases by ear and from notations	6.2.3 Develop competence in composing accompaniments to songs	6.3.3 Develop competence in recognising pointers that suggest time and place in which a piece of music was composed
6.1.4 Develop competence in playing pieces in several parts	6.2.4 Develop competence in composing music	6.3.4 Develop competence in responding to music
6.1.5 Develop competence in playing accompaniments to songs	6.2.5 Develop competence in recording compositions	6.3.5 Develop competence in giving musical reasons for views about music using a musical vocabulary
6.1.6 Develop competence in presenting performances		

PROGRAMME

for

YEAR 6

6.1 PERFORMING

Learning Outcomes	Notes
6.1.1 Developing competence in singing songs accurately at pitch and including songs and rounds in two parts, developing control of diction, phrasing, pulse and rhythm and the expressive elements • identifying **structure** in songs	see 5.1.3 the order in which the following sections of a song appear and any repetitions: introduction, verse, chorus, instrumental section
6.1.2 Develop ability to create rhythmic and melodic material for song arrangement: • select a song with good rhythmic and melodic material • identify melodic phrases for an introduction, an instrumental section and an ending • explore rhythmic/melodic patterns for accompaniment purposes making use of body percussion and classroom instruments and experimenting with different combinations (see 4.1.4) • identify the purpose and the mood of the song in general and of the different verses and perform with the right timbre, dynamics and tempo • consider special effects	e.g. varying the tempo at certain places, stressing certain words/phrases, replacing singing by chanting or humming selected verses, a soloist or smaller/bigger groups singing certain parts, a good ending
6.1.3 Develop competence in playing musical phrases by ear and from notations	e.g. exploring known tunes on a glockenspiel and phrases for various purposes continue with the principle of pitch notation on a stave

6.1.4 **Develop competence in playing pieces in several parts e.g. :** • *a piece based on 'Row, row, row your boat'* play the pulse on an untuned instrument after a bar add the word rhythm based on the 1st line as an ostinato on a different instrument similarly add the other word rhythms of the other three lines as ostinati on different instruments, one at a time listen to the effect of a combination of two, three and four different ostinati played to a steady pulse add the rhythm of the whole song see also 5.1.4	(use prepared rhythm cards)
6.1.5 **Develop competence in playing accompaniments to songs** see 4.1.4	
6.1.6 **Develop competence in presenting performances**	rehearse, plan and present performances for school's and community's **different special occasions** *e.g. Prize Day, Jum ir-Raħal/il-belt*, with re-runs preferably at **different venues** and for **different audiences** *e.g. at old people's homes, for parents*.

6.2 COMPOSING

Learning Outcomes	Notes
6.2.1 Develop competence in exploring more resources for composing e.g.: • capture, change and combine sounds using ICT	replay sounds recorded on a tape recorder noting the difference to the real sounds change sounds recorded on tape by the use of controls explore a range of sounds by using microphones in different ways record and reverse a variety of vocal and instrumental sounds using ICT noting the effects *eg David Borg becomes grob divad* alter sounds using adjustable settings available on keyboards e.g. echo, reverbation, chorus, portamento
6.2.2 Develop ability to explore rhythmic and melodic rondos see also 5.2.2	e.g. ABACA: main part, A, played by class and intervening sections, B and C, improvised by soloists
6.2.3 Develop competence in composing accompaniments to songs see 4.2.3	
6.2.4 Develop competence in composing music: • explore, select, combine and organise sounds in musical structures *e.g. beginning, middle and end, ABA, ABACA, repetition of pattern/s, melody, rhythm* and using the elements of music	e.g. a space piece two contrasting musical pictures in sound with two paintings as stimuli
6.2.5 Recording compositions • on cassette • use notation/s	for better evaluation where appropriate e.g. a graphic score

6.3   LISTENING AND APPRAISING

Learning Outcomes	Notes
6.3.1 Develop ability to identify different combinations of resources	e.g. choir, chamber ensemble, windband, orchestra, rock and pop band
6.3.2 Develop competence in listening to extracts of music demonstrating how composers use the elements of music and resources to communicate a mood or effect.	e.g. skeletons dancing to a ghostly tune at midnight in *Dance Macabre* by Saint-Saens excerpts from *The Planets Suite* by Holst how Bloch describes life in the 20th century in *American Suite*
6.3.3 Develop competence in recognising pointers that suggest time and place in which a piece of music was composed	e.g. the lyrics of spiritual songs reflect their creation by slaves on the plantations of America in the 19th century instruments used, for example, the fiddle, the harp, the penny-whistle and the barong (a special drum) are associated with folk music from Ireland a bamboo orchestra, a Gamelan orchestra - orchestras in the Far East
6.3.4 Develop competence in responding to the musical elements, character and mood of music by means of movement, dance or other forms of expression	reflect on the musical features and devise movements or dances to e.g.: folk music from various countries performances of popular music e.g. *'Who will buy?'* from 'Oliver!' by Lionel Bart classical music e.g. *Dance Macabre* by Saint-Saens
6.3.4 Develop competence in giving musical reasons for views about music using a musical vocabulary	