

MUSIC ROOM BOOK 6 – SACSA OUTCOMES FOR MUSIC

STRAND	At Standard 3, towards the end of Year 6 the child:	MODULE 1 REGGAE RHYTHMS				MODULE 2 CELTIC HEARTBEATS			
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Arts practice	3.1 Uses thought, imagination, research and experimentation to create/ re-create art works within each arts form that convey meaning about issues within their community Id In T C KC1 KC2	☆create: movement	☆create: own lyrics ☆create: new song	☆create: rhythm composition		☆create: movement to different instruments ☆create: lyrics	☆create: instrument accompaniment	☆create: new lyrics	☆create: organize music and movement
	3.2 Selects, plans and constructs arts works within each arts form using appropriate combination of skills, techniques, processes, conventions and technologies. T C KC1 KC3	☆beat ☆accent ☆rhythm – read and play ☆tempo ☆style ☆vocal ☆ostinato ☆melody ☆listening ☆count-in ☆singing ☆movement	☆listening ☆singing ☆beat ☆rhythm – read and play ☆melody ☆tempo ☆style ☆tuned and untuned percussion ☆accent ☆count-in ☆conductor	☆chanting ☆beat ☆rhythm ☆melody ☆listening ☆tempo ☆body percussion ☆count-in ☆conductor ☆style ☆tuned and untuned percussion ☆vocal ☆form	☆beat ☆rhythm ☆melody ☆style ☆form ☆singing ☆ostinato ☆listening ☆tuned and untuned percussion	☆listening ☆beat ☆rhythm ☆melody ☆form ☆style ☆singing ☆movement	☆beat ☆rhythm ☆melody ☆introduction ☆6/8 ☆form ☆style ☆texture ☆accent ☆listening ☆singing ☆body percussion	☆beat ☆rhythm ☆melody ☆form ☆style ☆listening ☆singing ☆dancing	☆beat ☆rhythm ☆melody ☆form ☆style ☆listening ☆singing ☆tuned and untuned percussion ☆evaluation – recognize 6/8 rhythms
	3.3 Works as an individual or in groups to present/ perform arts works from each arts form that demonstrates and awareness of social, ecological and/ or cultural issues to particular audiences/ viewers. In T C KC2 KC4	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class
Arts Analysis Arts response	3.4 Recognises different genres and styles, features and conventions of performance/ presentation in each arts form and uses appropriate arts language to articulate understanding and reflect personal preference. Id T C KC1	☆review purpose of accent and count-in	☆discuss patterns played and how they fit together ☆discuss difficulty playing ☆discuss performance	☆discuss performance	☆discuss reasons for feature of reggae music	☆discuss Gaelic words and meaning	☆discuss accompaniments		☆discuss performances
Arts in contexts	3.5 Identifies the ways in which social and economic purposes influence those contemporary artists/ performers who are working within their community in each of the arts forms ID In KC1	☆known reggae artists and music				☆St Patricks Day		☆known songs that use nonsense words	
	3.6 Describes how their understanding of the artistic practice of individual artists/ performers from different cultural groups impacts on their own arts works. T C KC1 KC2	☆Reggae	☆Reggae	☆Reggae	☆Reggae	☆Celtic – music, instruments and celebrations	☆Celtic – music and traditions	☆Celtic – dance and terminology of dance moves	☆Celtic

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STRAND	At Standard 3, towards the end of Year 6 the child:	MODULE 3 PACIFIC MOVES				MODULE 4 LATIN GROOVES			
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Arts practice	3.1 Uses thought, imagination, research and experimentation to create/ re-create art works within each arts form that convey meaning about issues within their community Id In T C KC1 KC2	☆create: organize movement	☆create: organize music and movement	☆create: organize music and movement	☆create: organized music and movement	☆create: organize movement	☆create: own lyrics	☆create: organize music and movement	☆create: organize music and movement
	3.2 Selects, plans and constructs arts works within each arts form using appropriate combination of skills, techniques, processes, conventions and technologies. T C KC1 KC3	☆beat ☆rhythm ☆style ☆melody ☆listening ☆singing ☆movement ☆form ☆call and response	☆listening ☆singing ☆beat ☆rhythm ☆melody ☆style ☆tuned percussion ☆form ☆harmony 3 rd ☆form ☆texture ☆movement ☆call and response	☆beat ☆rhythm ☆melody ☆listening ☆style ☆tuned percussion ☆form ☆held harmony ☆conductor ☆movement ☆refrain/ tag ☆singing ☆ostinato	☆beat ☆rhythm ☆melody ☆style ☆form ☆singing ☆listening ☆tuned and untuned percussion ☆harmony ☆movement ☆sound effects ☆tone colour	☆listening ☆beat ☆rhythm ☆melody ☆style ☆form ☆singing ☆movement ☆harmony ☆tone colour ☆texture ☆percussion	☆listening ☆beat ☆rhythm ☆melody ☆form ☆style ☆texture ☆singing ☆movement ☆lyrics ☆rhyming scheme ☆untuned percussion	☆beat ☆rhythm ☆style ☆listening ☆tone colour ☆texture ☆accent ☆untuned percussion	☆beat ☆rhythm ☆melody ☆form ☆style ☆listening ☆singing ☆untuned percussion ☆tone colour ☆texture ☆movement
	3.3 Works as an individual or in groups to present/ perform arts works from each arts form that demonstrates and awareness of social, ecological and/ or cultural issues to particular audiences/ viewers. In T C KC2 KC4	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class
Arts Analysis Arts response	3.4 Recognises different genres and styles, features and conventions of performance/ presentation in each arts form and uses appropriate arts language to articulate understanding and reflect personal preference. Id T C KC1		☆review effects of harmony		☆record, video and evaluate performance, improve and do again		☆review new lyrics and performance	☆review origins of Latin instruments ☆review performance with particular focus that it isn't too busy	☆review performance, looking at the use of the performance space and how you show the performance ends
Arts in contexts	3.5 Identifies the ways in which social and economic purposes influence those contemporary artists/ performers who are working within their community in each of the arts forms ID In KC1				☆relevant sound effects to add to performance	☆artists today who sing Latin American style ☆Latin dances used today			
	3.6 Describes how their understanding of the artistic practice of individual artists/ performers from different cultural groups impacts on their own arts works. T C KC1 KC2	☆Samoa (hand game) ☆New Zealand (hangi, haka) ☆Hawaii (hula, lai, luau)		☆Ukulele ☆lap steel guitar	☆Island music	☆Latin America	☆ Latin rhythms	☆ Latin sounds and grooves	☆Brazilian (Mardi Gras)

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STRAND	At Standard 3, towards the end of Year 6 the child:	MODULE 5 BLUES CHANGES				MODULE 6 JAZZ COLOURS			
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Arts practice	3.1 Uses thought, imagination, research and experimentation to create/ re-create art works within each arts form that convey meaning about issues within their community Id In T C KC1 KC2	☆create: organize sound and movement	☆create: organize sound	☆create: organize sound	☆create: organized sound ☆create: lyrics	☆create: organize movement	☆create: Lyrics ☆Create: organize sound	☆create: organize sound	☆create: organize sound
	3.2 Selects, plans and constructs arts works within each arts form using appropriate combination of skills, techniques, processes, conventions and technologies. T C KC1 KC3	☆beat ☆rhythm ☆style ☆melody ☆listening ☆singing ☆movement ☆tuned and ☆call and response ☆untuned percussion ☆conductor	☆listening ☆singing ☆beat ☆rhythm ☆melody ☆style ☆tuned and untuned percussion ☆harmony ☆chords ☆riff ☆conductor ☆improvisation	☆beat ☆rhythm ☆melody ☆listening ☆style ☆tuned percussion ☆form ☆harmony ☆conductor ☆style ☆12 bar blues	☆beat ☆rhythm ☆melody ☆style ☆form ☆singing ☆listening ☆tuned and untuned percussion ☆harmony ☆movement ☆fills ☆blue notes ☆lyrics	☆listening ☆beat ☆rhythm ☆melody ☆style ☆form – Theme and variation ☆style ☆singing ☆movement ☆harmony ☆tuned percussion ☆chords – Major and Major 7	☆beat ☆rhythm ☆melody ☆form ☆style ☆listening ☆singing ☆tuned percussion ☆conductor ☆C major scale	☆beat ☆rhythm ☆style ☆listening ☆tone colour ☆texture ☆tuned and untuned percussion ☆melody ☆form ☆tempo ☆dynamics ☆singing ☆chanting ☆ostinato ☆riff	☆beat ☆rhythm ☆melody ☆form ☆style ☆listening ☆singing ☆tuned and untuned percussion ☆tone colour ☆harmony ☆chords ☆dynamics
	3.3 Works as an individual or in groups to present/ perform arts works from each arts form that demonstrates and awareness of social, ecological and/ or cultural issues to particular audiences/ viewers. In T C KC2 KC4	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class
Arts Analysis Arts response	3.4 Recognises different genres and styles, features and conventions of performance/ presentation in each arts form and uses appropriate arts language to articulate understanding and reflect personal preference. Id T C KC1	☆discuss main idea of the song	☆discuss how chords get their name		☆discuss purpose of a fill		☆discuss process ☆discuss what whether you preferred to play a part someone has written or improvising? Why?	☆discuss performance	☆discuss performance and analyze the Jazz techniques used
Arts in contexts	3.5 Identifies the ways in which social and economic purposes influence those contemporary artists/ performers who are working within their community in each of the arts forms ID In KC1	☆Blues artists that you know				☆known Jazz artists			
	3.6 Describes how their understanding of the artistic practice of individual artists/ performers from different cultural groups impacts on their own arts works. T C KC1 KC2	☆The Blues	☆The Blues	☆The Blues	☆The Blues	☆Jazz	☆Jazz rap	☆Jazz	☆Jazz

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STRAND	At Standard 3, towards the end of Year 6 the child:	MODULE BLUES CHANGES				MODULE 6 JAZZ COLOURS		
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 1	Lesson 2	MusikWizz: quiz show
Arts practice	3.1 Uses thought, imagination, research and experimentation to create/ re-create art works within each arts form that convey meaning about issues within their community Id In T C KC1 KC2			☆create: lyrics	☆create: organized words and music	☆create: organize sound	☆create: Opening theme	
	3.2 Selects, plans and constructs arts works within each arts form using appropriate combination of skills, techniques, processes, conventions and technologies. T C KC1 KC3	☆beat ☆rhythm ☆style ☆melody ☆listening ☆singing ☆call and response ☆form ☆tempo	☆listening ☆singing ☆beat ☆rhythm ☆melody ☆style ☆untuned percussion ☆harmony ☆form ☆texture ☆tempo ☆call and response ☆body percussion ☆acapella	☆beat ☆rhythm ☆melody ☆listening ☆style ☆untuned percussion ☆form ☆singing	☆beat ☆rhythm ☆melody ☆style ☆singing ☆listening ☆untuned percussion ☆form ☆coda ☆partner song	Revision of musical features learnt in Music Room 6 through-out the year ☆tuned and untuned percussion ☆listening ☆singing	☆beat ☆form ☆style ☆listening ☆tuned and untuned percussion ☆texture ☆harmony ☆off beat ☆acapella ☆call and response ☆chords	Review of years songs and activities
	3.3 Works as an individual or in groups to present/ perform arts works from each arts form that demonstrates and awareness of social, ecological and/ or cultural issues to particular audiences/ viewers. In T C KC2 KC4	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class
Arts Analysis Arts response	3.4 Recognises different genres and styles, features and conventions of performance/ presentation in each arts form and uses appropriate arts language to articulate understanding and reflect personal preference. Id T C KC1	☆discuss other songs known or learnt that use call and response	☆discuss performance with focus on texture	☆discuss performance with focus on lyrics that fitted well with the music	☆discuss performance with focus on the arrangement			
Arts in contexts	3.5 Identifies the ways in which social and economic purposes influence those contemporary artists/ performers who are working within their community in each of the arts forms ID In KC1	☆contemporary Gospel performers and songs						
	3.6 Describes how their understanding of the artistic practice of individual artists/ performers from different cultural groups impacts on their own arts works. T C KC1 KC2	☆Gospel Music ☆Negro Spirituals	☆Gospel Music	☆Gospel Music	☆Gospel Music		☆various – as learnt over the year	☆various – as learnt over the year