

Year 6 Topic: Body Percussion and Beatboxing (Autumn 1)

Prior Learning: In Year 5 we learned how to read, play and write rhythmic patterns, how to follow different types of notation and to sing and chant in two or more parts

Concepts:
Singing
Playing
Listening
Composing
Musicianship

In this unit we will explore that the voice and body can be used to mimic the sound of a drumkit. We will perform body percussion rhythms from notation and layer them together and create our own.



4. TWAL How body percussion can be used in different styles of music

We will explore different types of body percussion and then read through a layered piece that fits with a backing track.



Know how to follow a layered rhythm score, using a mixture of note lengths

1. TWAL To sing a song with multiple parts/To follow a rhythm grid

We will sing a gospel song and learn two parts that can be performed at the same time. We will follow a rhythm grid and improvise over 4 beats as well as recapping rhythm words.

5. TWAL To create our own rhythm grid using crotchets, quavers and semiquavers

We will recap the layered piece from the last lesson and then write our own 4 x 4 grid of rhythms. We will plan how to use body percussion to perform this.

2. TWAL To sing together confidently/To learn some beatbox techniques

We will add an extra layer to our part song. We will learn some simple beatbox techniques and relate them to parts of a drumkit. Working in pairs we will create patterns from the beatbox sounds to accompany a track.

6. TWAL To explore beat and rhythm in an irregular metre

We will explore an irregular metre (7/8) and analyse a piece of music together. We will put together different layers to create our own simplified version of the piece.

3. TWAL To read and perform from rhythm notation

We will sing our part song, looking at the score and identifying different features. We will recap our beatboxing techniques and reading from rhythmic notation.



Know a range of rhythm notations from semibreves to semiquavers, including different groupings.

Words we will know!

