



North East Learning Trust

MUSIC SCHEME OF WORK

Our Vision

Diamond Hall Junior Academy aims to provide an inspiring, inclusive, challenging and real-world curriculum that the children will enjoy. Inspiring future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning. To ensure that all learners exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as well as the wider world ensuring they become ambitious lifelong learners.

Principles and Purpose

Our curriculum is customised, personalised and structured so that the development of knowledge, skills and vocabulary is completed in a systematic and logical sequence, with big ideas being re-introduced in a variety of projects, making links between subjects and content. The curriculum is organised to support pupils growing depth of learning using a project-based, thematic approach, it provides children with a range and breadth of rich and memorable learning experiences which promotes SMSC and British Values.

Aims

- Develop a love for learning
- Opportunities to enrich children's lives through a broad and diverse range of exciting experiences
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Develop a rich and deep subject knowledge
- Make effective connections to the real world
- Help children to think creatively and solve problems.
- Develop children's capacities to work independently and collaboratively
- Enable children to make choices about their learning
- Take account of children's interests and fascinations
- Understand the purpose and value of their learning and see its relevance in the past, present and future
- Make a positive contribution to the school and local community.

Our approach:

- Develops children to the best of their abilities
- Helps children to find their passions and interests
- Facilitates children's acquisition of knowledge, skills and understanding
- Helps children to develop intellectually, emotionally, socially, physically and morally
- Assists all children in becoming resilient, independent, responsible, useful, confident and considerate members of the community
- Promotes a positive attitude towards learning, so children enjoy coming to school
- Helps children to acquire essential knowledge and skills as a solid basis for lifelong learning
- Creates and maintains an exciting and stimulating learning environment
- Ensures that each child's education has continuity and progression
- Enables all children to contribute positively within a culturally diverse society
- Promotes innovation and entrepreneurialism
- Opportunities to learn in different environments.

Music Intent

Music skills will be taught through Charanga Music while links will be continued to be made to our theme-based curriculum, with skills being applied in relation to each class' current topic.

Learning Progression

Learning progression

Depth of learning through Charanga Musical School

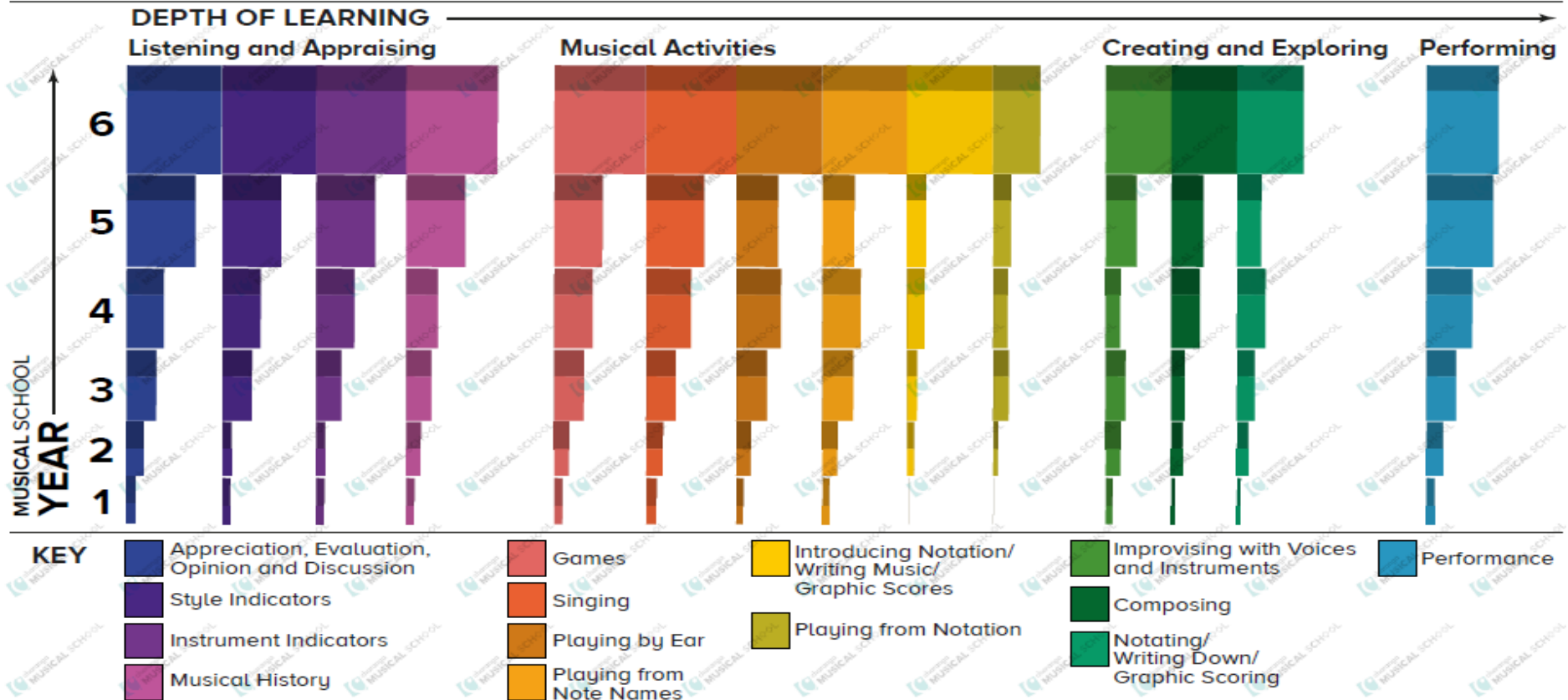


National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."



Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

Music Overview

Year 3	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Style	R&B, Western Classical, Musicals, Motown, Soul	Learning basic instrumental skills by playing tunes in varying styles	Reggae	A little bit funky and music from around the world.	Disco	Western Classical Music and your choice from Year 3
	Learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. Start to use the scores provided in this unit. But not every child will want to, or be able to read notated music but having an understanding of the language of music is important.	Learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.	This is a song about kindness, respect, friendship, acceptance and happiness	This is a Disco song about friendship, peace, hope and unity.	Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing. Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

Year 4	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
Style	ABBA	Learning basic instrumental skills by playing tunes in varying styles	Grime, Classical, Bhangra, Tango, Latin Fusion	Gospel	Coming soon!	Western Classical Music and your choice from Year 4
	Learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.	Learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1.	All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.	Learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked	All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.	Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing. Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning

						that has taken place
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Year 5	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince Of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
Style	Rock	Jazz	Pop Ballads	Hip Hop	Motown	Western Classical music and your choice from Year 5
	Learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs	Learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing	Learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.	Learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	Learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.	Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing. Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning

Year 6	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic	Happy	Classroom Jazz 2	Benjamin Britten - A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay
Style	Pop/Motown	Jazz, Latin, Blues	Benjamin Britten (Western Classical Music), Gospel, Bhangra.	The Music of Carole King		Western Classical Music and your choice from Year 6
	Learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams	Learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.	Learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk	Learning in this unit is focused around one song: You've Got A Friend by Carole King	Focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now. In this unit, we start with gender, with reference to social and cultural differences.	Listen and Appraise Classical music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Singing. Play instruments within the song. Improvisation using voices and instruments. Composition. Share and perform the learning

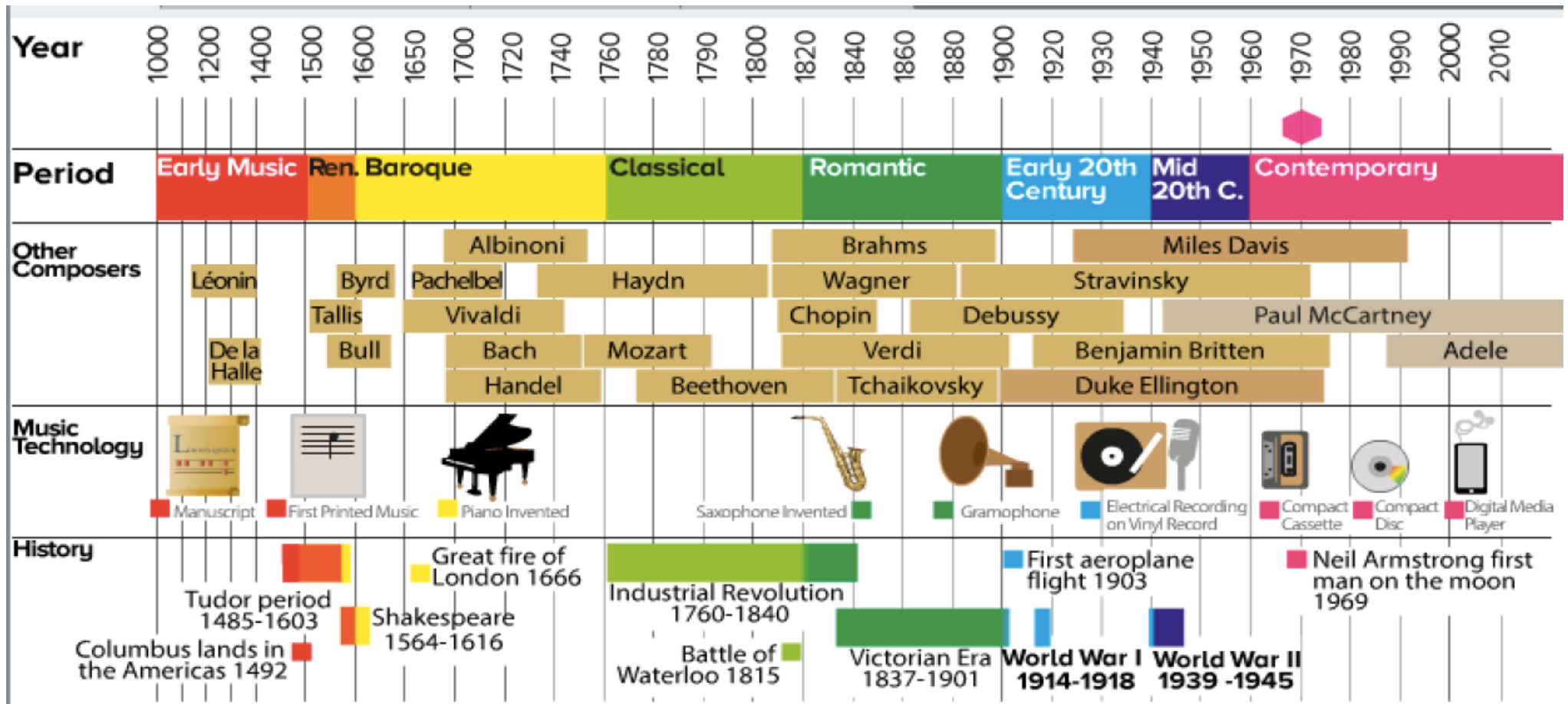
Progression of skills in Music

Big Idea	Aspect	Year 3	Year 4	Year 5	Year 6
Creativity	Performance	<p>When playing or singing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note and letters above or below the notes, such as p or f, denote the dynamics.</p> <p>Play or sing a part with increased control and accuracy on tuned and untuned instruments.</p>	<p>When playing or singing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note and letters above or below the notes, such as p or f, denote the dynamics.</p> <p>Play or sing music from notation and memory.</p>	<p>Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p> <p>Maintain their part in a performance confidently and accurately, with an awareness of what others are playing or singing.</p>	<p>Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</p> <p>Take the lead in instrumental or singing performances and provide suggestions to others.</p>
	Singing	<p>The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p> <p>Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns.</p>	<p>Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p> <p>Sing songs accurately, both solo and as part of an ensemble.</p>	<p>Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Singers usually sing the same words at the same time when singing in harmony.</p> <p>Maintain a part within an ensemble when singing in a round or in harmony.</p>	<p>Gestures in music include eye contact, waving and beckoning to the audience, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone. Some gestures are associated with different types of music, such as exaggerated movements to the pulse of the music and virtuoso guitar playing during rock musical performances. Expression in music means adding feeling and is indicated in musical scores using words, such as <i>dramatico</i> (in a dramatic, exaggerated style), <i>legato</i> (smoothly and connected), <i>tranquillo</i> (quiet and peaceful) and <i>cantabile</i> (in a singing or flowing style)</p>

					Use gesture and expression to create a finished, polished performance.
	Pulse and rhythm	<p>Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. The time signature 4/4 shows there are four crotchet beats in a bar, 3/4 shows there are three crotchet beats in a bar and 2/4 shows there are two crotchet beats in a bar. These beats are the pulse of the music and they can be played, clapped, counted or conducted.</p> <p>Identify a pulse in a piece of music, realising two, three, four or more beats to the bar can be counted.</p>	<p>Repeated rhythmic patterns are a series of long and short sounds that are played over and over again. Repeated patterns can be found in all music. Short, repeated patterns are called motifs.</p> <p>Play and create repeated rhythmic patterns.</p>	<p>Extended rhythmic patterns usually contain repetition and may include short repeated phrases called motifs. Rests provide a break in a rhythmic pattern or line of music and should be counted in the same way as notes.</p> <p>Play and create extended rhythmic patterns, including rests.</p>	<p>Pulse can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.</p> <p>Play and create pieces of music with a clear understanding of pulse and rhythm.</p>
	Notation	<p>In standard musical notation, rests such as crotchet rests, minim rests and semibreve rests tell musicians when not to play or sing and are used in the place of musical notes.</p> <p>Recognise and respond to standard and invented musical notation and symbols.</p>	<p>Standard musical notation symbols for dynamics, such as mp, p, pp, ppp, mf, f, ff, fff, tell musicians how loudly or quietly they should play. Piano (p) means that the music should be played softly. Forte (f) means that the music should be played loudly.</p> <p>Play or sing simple melodies from standard and invented musical notation and symbols.</p>	<p>In standard musical notation, time signatures indicate how many beats are in a bar. For example, 4/4 means there are four crotchet beats in a bar. Bar lines split the notes into groups. For example, in a piece of music written in 4/4, there might be four crotchets, two minims or one semibreve in one bar of music.</p> <p>Use standard notation to perform and write music.</p>	<p>Features of standard notation include staves, time signatures, bar lines, notation and dynamic markings.</p> <p>Use features of standard notation when composing.</p>
	Music appreciation	<p>Features of music that can be listened and responded to include the musical instruments used, the images or patterns the music creates, the dynamics of the music, the mood created and the story</p>	<p>Genres of music include jazz, rock, classical, blues, pop, folk, country and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music;</p>	<p>Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</p>	<p>A motif in music is a short musical idea that is repeated and developed throughout a piece.</p> <p>Identify and explain patterns and motifs in live</p>

		<p>the music tells. These features may be similar in music written around the same theme.</p> <p>Listen and respond to pieces of music written around the same theme.</p>	<p>inclusion of typical rhythms, tempos and dynamics; date of composition and style of performance.</p> <p>Compare and evaluate different genres of music using appropriate musical vocabulary.</p>	<p>Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.</p>	<p>and recorded music that provoke feelings in the listener</p>
Significance	Significant people	<p>Composers of romantic music worked between the 1830s and 1900s. Their music included dramatic symphonies and operas, and complex piano music. Romantic composers were inspired by nature, art and poetry, and broke the strict rules laid down during the Classical period.</p> <p>Describe the lives and music of romantic composers.</p>	<p>Composers of 20th century music worked from 1901 to 2000. Many compositions of this era don't follow the conventions of music that were used in previous periods. For example, some composers used objects in their music as well as conventional instruments and some created music without harmonies or melodies.</p> <p>Describe the lives and music of famous 20th-century composers.</p>	<p>Composers of Renaissance music worked between the 1400s and 1600s. Many wrote music for the church and used a polyphonic style, where different tunes were sung together.</p> <p>Describe the lives and music of famous Renaissance and Baroque composers.</p>	<p>Composers of music during the Classical period worked between 1750 and 1825. Composers wrote simpler music with clear tunes and used harmony (a combination of musical notes played together to make a pleasing sound) rather than polyphony (different tunes played together) and marked dynamics in their music.</p> <p>Describe the lives and music of famous classical composers.</p>

Music Timeline



Music Impact

Personalised for each school

Music Memorable Experiences

Year Group	Experience	Impact
1		
2		
3		
4		
5		
6		

Knowledge Organisers

Knowledge Organiser – Let Your Spirit Fly – Year 3, Unit 1

1 – Listen & Appraise: Let Your Spirit Fly (RnB)

Structure: Introduction, verse, chorus.

Instruments/voices you can hear: Male and female voices, bass, drums, guitar, keyboard, synthesizer.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.

Which part did you play?

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C, sometimes D | Gold: C, D + E challenge.

Which challenge did you get to?

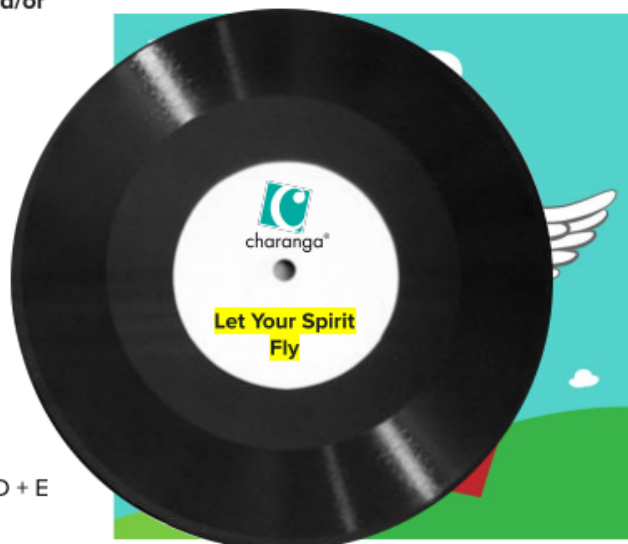
Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: RnB and other musical styles.

Facts/info: RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.

Listen to 4 other songs/pieces:

- Colonel Bogey March by Kenneth Alford (Film)
- Consider Yourself from the musical 'Oliver!' (Musicals)
- Ain't No Mountain High Enough by Marvin Gaye (Motown)
- You're The First, The Last, My Everything by Barry White (Soul)

Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of RnB music?

How do you know this is RnB music?

Knowledge Organiser – Glockenspiel Stage 1 – Year 3, Unit 2

1 – Musical Activities using glocks

Learn to play and read the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-initely
- Roundabout
- March of the Golden Guards
- Portsmouth

Improvise with Dee Cee's Blues using the notes C + D.

Compose using the notes C, D, E + F.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody

Reflection

*What did you like best about this Unit? Why?
Was there anything you didn't enjoy about it?
Why?*

*Did you have any strong feelings about it?
Were you proud of yourself, happy or annoyed?*

Knowledge Organiser – Three Little Birds – Year 3, Unit 3

1 – Listen & Appraise: Three Little Birds (Reggae)

Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Themes: Reggae, happiness and animals.

Facts/info: Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

Listen to 5 other reggae songs:

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Reggae music?

How do you know this is Reggae music?

Knowledge Organiser – The Dragon Song – Year 3, Unit 4

1 – Listen and Appraise: The Dragon Song

Themes: Kindness, respect, friendship, acceptance and happiness.

Instruments/voices you can hear: Keyboard, drums, bass, a female singer.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

Which challenge did you get to?

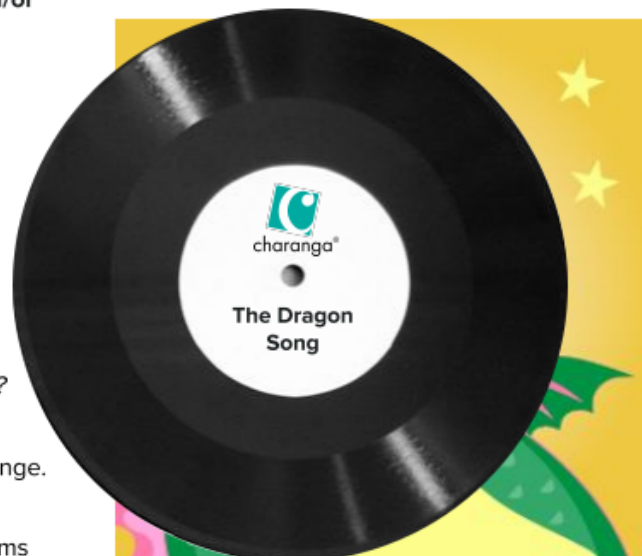
Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.

Facts/info: This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.

Listen to 5 folk melodies from around the world:

- Birdsong – Chinese Folk Music
- Vaishnava Java – A Hindu Song
- A Turkish Traditional Tune
- Aitutaki Drum Dance from Polynesia
- Zebaidir Song from Sudan

Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody

Reflection

This song will help you to think about many things, including the respect we must have for each other and the environment.

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Knowledge Organiser – Bringing Us Together – Year 3, Unit 5

1 – Listen and Appraise: Bringing Us Together (Disco)

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

Instruments/voices you can hear: Keyboard, drums, bass, a female singer.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – C + A.

Bronze: no notes | Silver: C + A | Gold: C + A Challenge. *Which challenge did you get to?*

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G.

Which part did you play?

Improvise using up to 2 notes – C + A.

Bronze: C | Silver: C, and sometimes A | Gold: C + A challenge.

Which challenge did you get to?

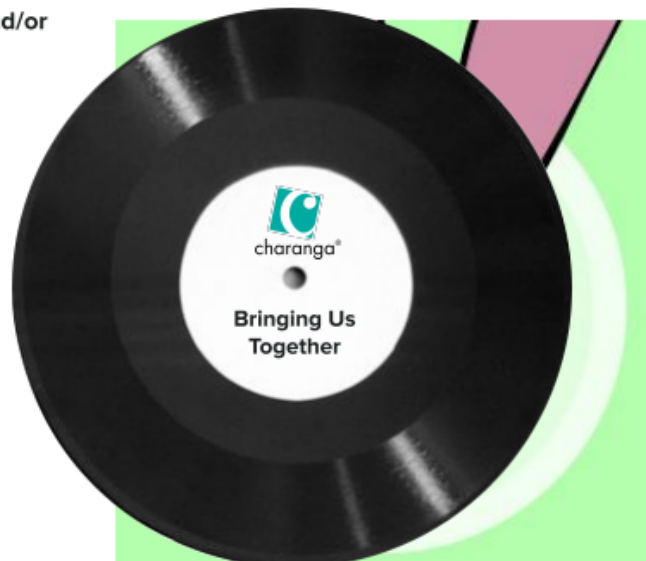
Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: This is a Disco song about friendship, peace, hope and unity.

Facts/Info: Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.

Listen to 5 other disco songs

- Good Times by Nile Rodgers
- Ain't Nobody by Chaka Khan
- We Are Family by Sister Sledge
- Ain't No Stopping Us Now by McFadden and Whitehead
- Car Wash by Rose Royce

Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Disco music?

How do you know this is Disco music?

Knowledge Organiser – Mamma Mia – Year 4, Unit 1

1 – Listen & Appraise: Mamma Mia (Pop)

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

Which challenge did you get to?

Singing in unison

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G, sometimes A | Gold: G, A + B

challenge. *Which challenge did you get to?*

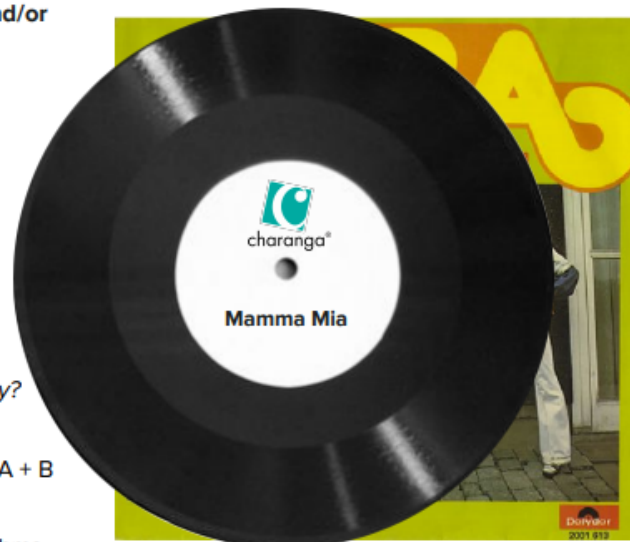
Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: ABBA's music.

Facts/info: ABBA was a Swedish pop group formed in 1972.

Listen to 4 other ABBA songs/pieces:

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Knowledge Organiser – Glockenspiel Stage 2 – Year 4, Unit 2

1 – Musical Activities using glocks

Learn more complex rhythm patterns.

Revise, play and read the notes C, D, E, F + G.

Learn to play these tunes:

- Mardi Gras Groovin'
- Two-Way Radio
- Flea Fly
- Rigadoon
- Mamma Mia

Revisit these tunes from Stage 1:

- Portsmouth
- Strictly D
- Play Your Music
- Drive

Compose using the notes C, D, E, F + G.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Knowledge Organiser – Stop! – Year 4, Unit 3

1 – Listen & Appraise: Stop! (Grime)

Structure: Intro and 6 rapped verses, each with a sung chorus.

Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums.

Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D | Gold: C + D challenge.

Which challenge did you get to?

Singing and rapping in unison and in parts.

Compose your own rapped lyrics about bullying or another topic or theme that you decide.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Compositions • Rapped lyrics that you composed



About this Unit

Theme: Grime and other styles of music.

Facts/info: Stop! is a song/rap written in a Grime style for you to compose your own lyrics.

Listen to 5 pieces of music in different styles:

- Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)
- Radetzky March by Strauss (Classical)
- Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)
- Libertango by Astor Piazzolla (Tango)
- Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Knowledge Organiser – Lean On Me – Year 4, Unit 4

1 – Listen & Appraise: Lean On Me (Soul/Gospel)

Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.

Instruments/voices you can hear: Male vocal, backing vocal, piano, bass, drums, organ.

Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – F + G.

Bronze: no notes | Silver: F, sometimes G |

Gold: F + G challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G.

Which part did you play?

Improvise using up to 3 notes – F, G + A.

Bronze: F | Silver: F + G | Gold: F, G + A challenge.

Which challenge did you get to?

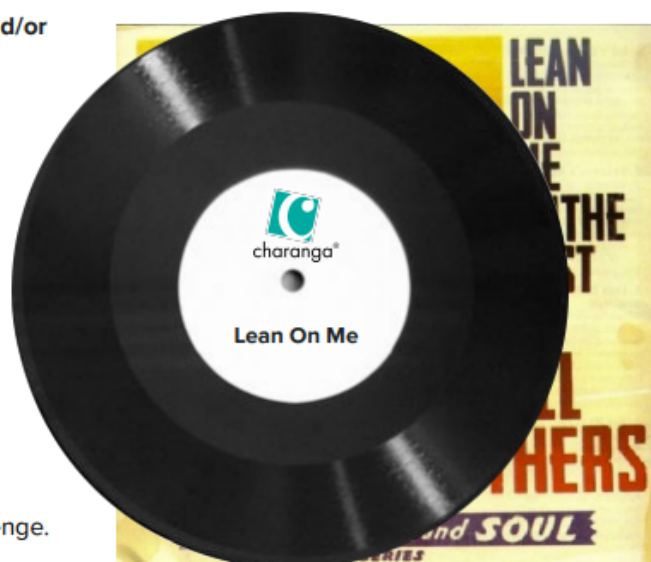
Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.

3 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Soul/Gospel music and helping each other.

Facts/info: Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics.

Listen to 5 other soul/gospel songs:

- He Still Loves Me by Walter Williams and Beyoncé
- Shackles by Mary Mary
- Amazing Grace by Elvis Presley
- Ode To Joy Symphony No 9 by Beethoven
- Lean On Me by The ACM Gospel Choir

Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Knowledge Organiser – Blackbird – Year 4, Unit 5

1 – Listen & Appraise: Blackbird (Pop)

Themes: Equality, civil rights.

Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using 2 notes – C + D.

Bronze: no notes | Silver: C | Gold: C, sometimes D challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C, and sometimes D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

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About this Unit

Themes: The Beatles, equality and civil rights.

Facts/info: The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr.

In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement.

Listen to 5 other songs by The Beatles

- Yellow Submarine
- Hey Jude
- Can't Buy Me
- Yesterday
- Let It Be

Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Knowledge Organiser – Livin' On A Prayer – Year 5, Unit 1

1 – Listen & Appraise: Livin' On A Prayer (Rock)

Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B. challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G
Which part did you play?

Improvise using up to 3 notes – G, A + B. Bronze: G | Silver: G + A | Gold: G, A + B challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Rock anthems.

Facts/info:

- Livin' on a Prayer is a Rock song that was released in 1986.
- The words tell us about life in the 1980's.

Listen to 5 other rock songs:

- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Johnny B. Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Rock music?
How do you know this is Rock music?

Knowledge Organiser – Classroom Jazz 1 – Year 5, Unit 2

1 – Listen & Appraise: The Three Note Bossa & Five Note Swing

Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated.

Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated.

Instruments/voices you can hear: Piano, bass, drums, glockenspiel

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.

Improvise in a Bossa Nova style using the notes G, A + B.

Improvise in a swing style using the notes D, E, G, A + B.

Did you play both? Which notes did you use?

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?
Tell your audience how you learnt this song and why.
Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances



About this Unit

Themes: Jazz and improvisation, and Swing.

Facts/info:

- Bossa Nova originated in South America.
- Swing became popular in the 1940s.

Listen to 4 other bossa nova or swing pieces:

- Desafinado by Stan Getz (swing)
- Cotton Tail by Ben Webster
- 5 Note Swing by Ian Gray
- Perdido by Woody Herman

Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Bossa Nova and Swing?

How do you know this is Bossa Nova or swing music? Can you find out more about Bossa and Swing?

Knowledge Organiser – Make You Feel My Love – Year 5, Unit 3

1 – Listen & Appraise: Make You Feel My Love (Pop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

Instruments/voices you can hear: Strings, piano, guitar, bass, drums.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.

Which part did you play?

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge

Which challenge did you get to?

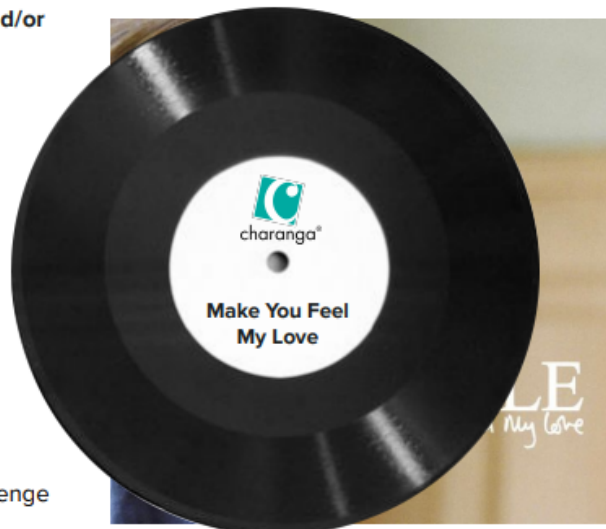
Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Pop ballads.

Facts/info: Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.

Listen to 5 other pop ballads

- Make You Feel My Love by Bob Dylan
- So Amazing by Luther Vandross
- Hello by Lionel Ritchie
- The Way You Look Tonight by Tony Bennett
- Love Me Tender by Elvis Presley

Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of a Pop ballad?

How do you know this is a Pop ballad?

Knowledge Organiser – The Fresh Prince Of Bel-Air – Year 5, Unit 4

1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending

Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge.

Which challenge did you get to?

Singing/rapping in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A.

Which part did you play?

Improvise using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Old-school Hip Hop.

Facts/info:

The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.

Listen to 5 other hip hop songs:

- Me Myself and I by De La Soul
- Ready or Not by Fugees
- Rapper's Delight by The Sugarhill Gang
- U Can't Touch This by MC Hammer
- It's Like That by Run DMC

Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Hip Hop?

How do you know this is Hip Hop?

Are there other hip hop artists do you know or like listening to? Any young female rappers?

Knowledge Organiser – Happy – Year 6, Unit 1

1 – Listen & Appraise: Happy (Pop/Neo soul)

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – A, G + B.
Bronze: A | Silver: A + G | Gold: A, G + B challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.
Which part did you play?

Improvise using up to 3 notes – A, G + B.
Bronze: A | Silver: A + G | Gold: A, G + B challenge.
Which challenge did you get to?

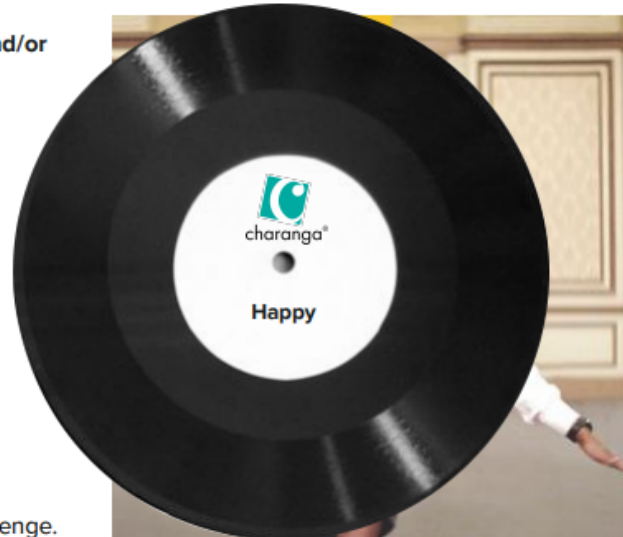
Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Being Happy!

Facts/info:

- Happy is a song written, produced and performed by Pharrell Williams.
- Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.
- What else can you find out?

Listen to 5 other songs in different styles. What are their styles?:

- Top Of The World sung by The Carpenters
- Don't Worry, Be Happy sung by Bobby McFerrin
- Walking On Sunshine sung by Katrina And The Waves
- When You're Smiling sung by Frank Sinatra
- Love Will Save The Day sung by Brendan Reilly

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it?

Knowledge Organiser – Classroom Jazz 2 – Year 6, Unit 2

1 – Listen & Appraise: Bacharach Anorak and Meet The Blues

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.

And C, Bb, G, F + C (Meet The Blues).

Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.

Improvise in a Blues style using the notes C, Bb, G, F + C.

Did you do both? Which notes did you use?

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Themes: Jazz, improvisation and composition.

Facts/info:

- Bacharach Anorak has a Latin American groove.
- Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.

Listen to 4 other pieces of music:

- Take The 'A' Train by Duke Ellington
- Speaking My Peace by H. Parlan
- Back 'O'Town Blues by Earl Hines
- One 'O' Clock Jump by Count Basie

Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would like to share about it?

Can you find out more about these styles of music?

Knowledge Organiser – A New Year Carol – Year 6, Unit 3

1 – Listen & Appraise: A New Year Carol (The music of Benjamin Britten)

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

Mood and story told?

2 – Musical Activities using glocks and/or recorders

Warm-up games pulse, rhythm and pitch games:

- Learn to clap some of the the rhythms used in the song
- Learn some musical phrases that you will sing in the song

Did you try the extension rhythm and pitch game?

Singing in unison. Sing the song in its original style, and the Urban Gospel version.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.



About this Unit

Theme: Benjamin Britten's music and cover versions.

Facts/info:

Listen to other songs by Britten and cover versions of them:

- I Mun Be Married on Sunday
- Fishing Song

Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would to share about it?

What cover version are there of this song?

Knowledge Organiser – You've Got A Friend – Year 6, Unit 4

1 – Listen & Appraise: You've Got A Friend (The music of Carole King)

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F.

Which part did you play?

Improvise using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge

Which challenge did you get to?

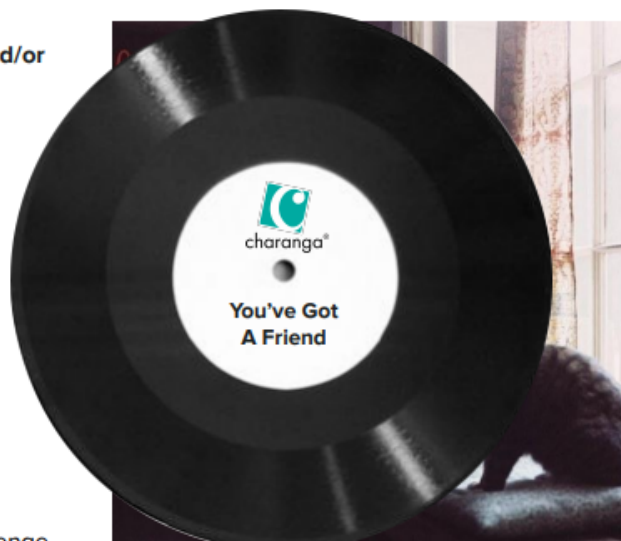
Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: The music of Carole King.

Facts/info:

- You've Got A Friend was a song written by Carole King in 1971.
- It was first recorded by Carole and featured on her famous album, Tapestry.
- In the 1960s, Carole King was employed to write pop songs for artists to perform.

Listen to 5 other songs written by Carole King:

- The Loco-Motion sung by Little Eva
- One Fine Day sung by The Chiffons
- Up On The Roof sung by The Drifters
- Will You Still Love Me Tomorrow
- (You Make Me Feel Like) A Natural Woman sung by Carole King

Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would to share about it?

