


## Caroline Haslett Primary School - Music

Unit 4 Music Style: Carole King	Year 6	You've Got A Friend
<p><b>Knowledge – What I will know at the end of the unit.</b></p> <p><b>Sing:</b> To know what the song is about and the meaning of the lyrics</p> <p><b>Play:</b> To know different ways of writing music down – e.g. staff notation, symbols.</p> <p><b>Improvise:</b> To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p><b>Compose:</b> To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p><b>Perform:</b> To know that a performance can be a special occasion and involve an audience including of people you don't know.</p> 	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Civil Rights</b> – the right of people to be equal.</li> <li>• <b>Compose</b> – create and develop musical ideas and 'fix' them</li> <li>• <b>Cover</b> – a version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.</li> <li>• <b>Dimensions of Music</b> – the ways in which sound can describe.</li> <li>• <b>Dynamics</b> – how loud or quiet something is.</li> <li>• <b>Gender Equality</b> – people having equal rights based on their gender.</li> <li>• <b>Harmony</b> – different notes sung or played at the same time to produce chords.</li> <li>• <b>Hook</b> – the main musical idea from a song that we remember i.e. a short catchy phrase.</li> <li>• <b>Improvise</b> – to make up a tune and play it on the spot.</li> <li>• <b>Melody</b> – another name for tune.</li> <li>• <b>Pitch</b> – the range of high and low sounds within music.</li> <li>• <b>Pulse</b> – the heartbeat or steady beat of a song/piece of music.</li> <li>• <b>Rhythm</b> – the combination of long and short sounds to make patterns.</li> <li>• <b>Riff</b> – a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.</li> <li>• <b>Solo</b> – an Italian word to describe playing, singing or performing of one person or on our own.</li> <li>• <b>Structure/form/shape</b> – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece.</li> <li>• <b>Tempo</b> – describes how fast or slowly the music is played.</li> <li>• <b>Texture</b> – a musical dimension that describes the layers of sound in music.</li> <li>• <b>Timbre</b> – a musical dimension that describes the quality and character of the sound of the instruments used.</li> <li>• <b>Unison</b> – everyone plays or sings the same music at the same time.</li> </ul>	
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Warm-Up Games</b> <ul style="list-style-type: none"> <li>○ Play and copy back using up to 3 notes – A, G + E. Bronze: A   Silver: A + G   Gold: A, G + E</li> </ul> </li> <li>• <b>Singing</b> <ul style="list-style-type: none"> <li>○ In unison.</li> </ul> </li> <li>• <b>Playing instruments</b> <ul style="list-style-type: none"> <li>○ Play 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.</li> </ul> </li> <li>• <b>Improvise</b> <ul style="list-style-type: none"> <li>○ Use up to 3 notes – A, G + E. Bronze: A   Silver: A + G   Gold: A, G + E challenge</li> </ul> </li> <li>• <b>Compose</b> <ul style="list-style-type: none"> <li>○ a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D</li> </ul> </li> <li>• <b>Perform</b> <ul style="list-style-type: none"> <li>○ The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</li> </ul> </li> </ul>		

## **Skills**

- **Sing:** To experience rapping and solo singing.
- **Play:** To rehearse and perform their part within the context of the Unit song
- **Improvise:** Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
- **Compose:** Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- **Perform:** To communicate the meaning of the words and clearly articulate them.

Through the year, knowledge and skills are built on and practised to consolidate and improve.