

## 1 – Listening: Hey You!

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs ?



## 2 – Musical Activities

**Find the pulse!**

- March in time with the pulse
- Be an animal that finds the pulse

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

**Singing**

- Rap and sing Hey You! in groups
- Have fun!

## 3 – Perform & Share

A class performance of Hey You! – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Have a think...**

*What did you like doing best?*

*Singing?*



*Rapping?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**Words you need to know:** Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform



## 1 – Listening: Rhythm In The Way We Walk & Banana Rap

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs?



## 2 – Musical Activities

**Find the pulse!**

- March and find the pulse
- Be a monkey finding the pulse
- Be an elephant finding the pulse

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

**Pitch** is high and low sounds.

**Singing:** Rap and sing the songs.

Have fun!

## 3 – Perform & Share

A class performance – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?



## Have a think...

*What did you like doing best?*



*Singing?*



*Rapping?*



*Playing?*



*Dancing?*



*Finding the pulse?*



**Words you need to know:** Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform

## 1 – Listening: In The Groove

You will listen to 6 different musical styles in this unit! song Blues, Baroque, Latin, Irish Folk, Funk

Can you dance to all of these styles or move to the pulse? What about the other songs?

Are you “in the groove” Where is the groove? It’s inside of you!



## 2 – Musical Activities

### Find the pulse!

- What animal can you be finding the pulse?

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

**Singing** in all the different styles!

## 3 – Perform & Share

A class performance of In The Groove – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Playing instruments** using one or two notes – C or C + D. *Which part did you play?*

**Improvise** using the notes C + D

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

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

## Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Getting in the groove?



**Words you need to know:** Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove



## 1 – Listening: Round And Round

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs?



## 2 – Musical Activities

### Find the pulse!

- Use your imagination to find the pulse!

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

**Pitch** is high and low sounds.

## 3 – Perform & Share

A class performance of Round And Round – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Singing** and dancing and having fun!

**Playing instruments** using up to three notes – D or D, F, C + D. *Which part did you play?*

**Improvise** using the notes D + E:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

## Have a think...

*What did you like doing best?*

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**Words you need to know:** Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience



## 1 – Listening: Your Imagination

**Find the pulse as you are listening to the music:** Use your imagination as you move, What did you see as you listened and closed your eyes?

**The instruments/voices you can hear:** Keyboard, drums, bass, a female singer. Can you recognise any of these instruments in the other songs ?



## 2 – Musical Activities

**Find the pulse!**

- Can you be a pop star finding the pulse?

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

**Singing** and have fun using your imagination

**Playing instruments** using one or two notes: C or C + G. *Which part did you play?*

**Improvise** using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

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

*Which notes did you use?*

## 3 – Perform & Share

A class performance of Your Imagination – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

## Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**Words you need to know:** Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination

## 1 – Listening: Hands, Feet, Heart

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



## 2 – Musical Activities

### Find the pulse!

- What animal can you be finding the pulse?

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

### Singing

- Sing Hands, Feet, Heart in groups
- Have fun!

### Playing instruments using up to three notes

– G or G, A + C. *Which part did you play?*

### Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

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

*Which notes did you use?*

## 3 – Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

## Have a think...

*What did you like doing best?*

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about South Africa and South African music**

**Words you need to know:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo



## 1 – Listening: Ho Ho Ho (A fun song about Christmas)

**Find the pulse as you are listening to the music:** Move to the music and feel the groove.

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.



## 2 – Musical Activities

### Find the pulse!

- You can march and find the pulse
- You can be rapper and find the pulse

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

**Pitch** is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

**Playing instruments** using up to three notes – G or G, A and B. *Which part did you play?*

**Singing:** Rap and sing Ho Ho Ho. Have fun!

**Improvise** using words

## 3 – Perform & Share

A class performance. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

## Have a think...

*What did you like doing best?*



*Singing?*



*Rapping?*



*Dancing?*



*Playing?*



*Listening?*



**This unit is about Christmas and having fun!**

**Words you need to know:** Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo

## 1 – Listening: I Wanna Play In A Band

**Find the pulse as you are listening to the music:** You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

**Instruments/voices you can hear:** keyboard, drums, bass, electric guitar, singers.



## 2 – Musical Activities

### Find the pulse!

- You decide what you will be.

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

**Singing** in all the different styles!

**Playing instruments** using up to three notes – F or D and C. *Which part did you play?*

**Improvise** using the notes F + G:

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

*Which challenge did you get to?*

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

## 3 – Perform & Share

A class performance of I Wanna Play In A Band. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

## Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



*Being a rock star?*



**This unit is about playing together in a band and rock music**

**Words you need to know:** Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo



## 1 – Listening: Zootime

**Find the pulse as you are listening to the music:** Dance, wiggle, march, clap.

**Instruments/voices you can hear:** Keyboard, drums, bass, electric guitar, singers.



## 2 – Musical Activities

### Find the pulse!

- Be an animal of your choice

### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

**Pitch** is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

## 3 – Perform & Share

A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Singing** and dancing and having fun!

**Playing instruments** using up to two notes – C or C + D. *Which part did you play?*

**Improvise** using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

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

## Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about animals and Reggae music**

**Words you need to know:** Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo



## 1 – Listening: Friendship Song

**Find the pulse as you are listening to the music:** Dance, move, sway with your friends

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



## 2 – Musical Activities

**Find the pulse!**

- You can decide how to find the pulse!

**Clapping Rhythms**

- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

**Singing** in two-parts

**Playing instruments** using up to three notes – C or E and G. *Which part did you play?*

**Improvise** using the notes C + D

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. *Which notes did you use?*

## 3 – Perform & Share

A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

## Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about being friends**

**Words you need to know:** Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

# 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?*

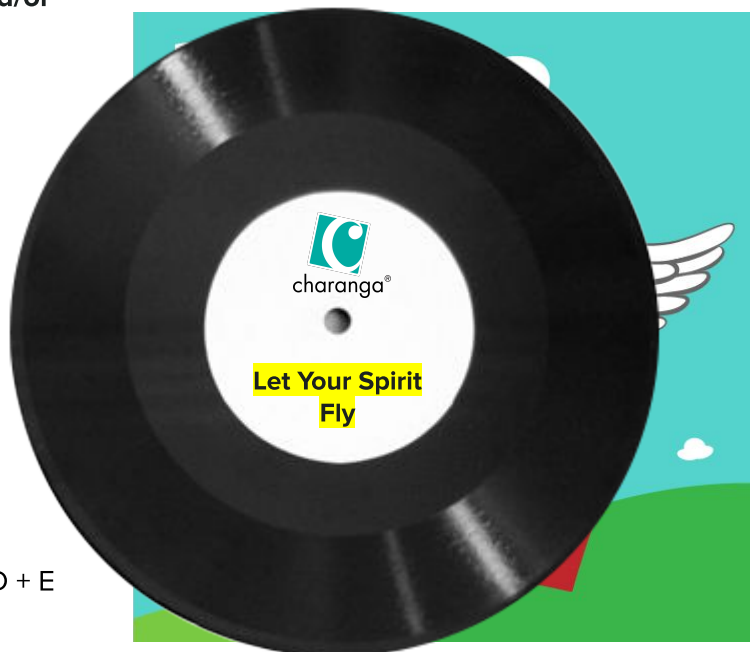
**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

## 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?*

## 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?*

## 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?*

## 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?*

## 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?*

## 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?*

## 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?

## 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?*

## 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



## 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?*

## 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



## 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?*

## 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?*

## 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?*

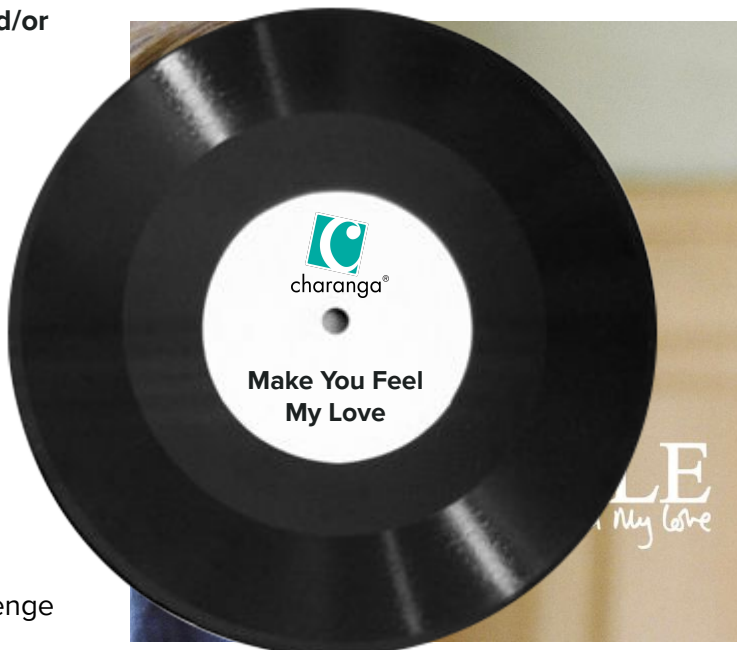
**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

## 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 1967 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 Richie
- 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?*

## 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?*

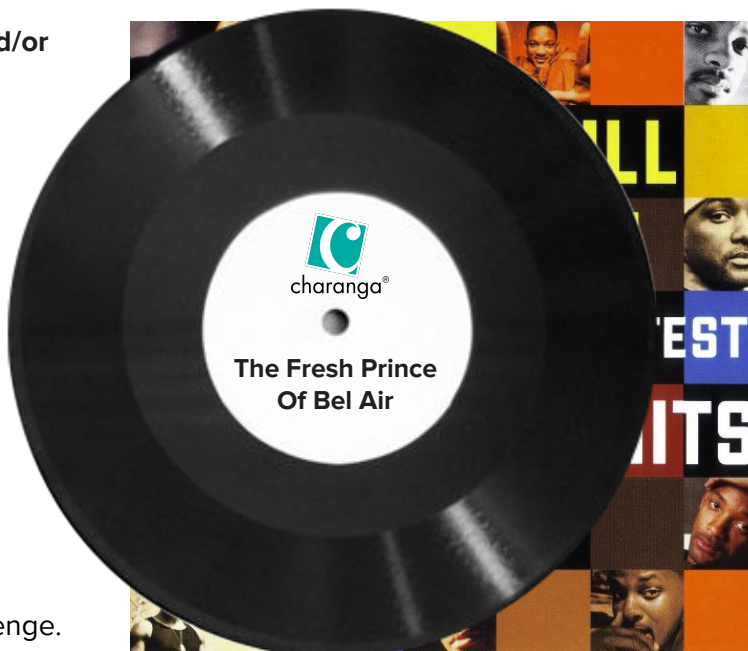
**Compose** a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

## 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?*

## 1 – Listen & Appraise: Dancing In The Street (Motown)

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

**Instruments/voices you can hear:** Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

**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 – F, G + A.

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

*Which challenge did you get to?*

**Singing** in unison. And with backing vocals

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms).

*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 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:** Motown.

**Facts/info:** Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.

**Listen to 5 other Motown songs:**

- I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops
- I Heard it Through the Grapevine by Marvin Gaye
- Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell
- You Are the Sunshine of My Life by Stevie Wonder
- The Tracks of My Tears sung by Smokie Robinson

**Vocabulary:** Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, 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 Motown?**

*How do you know this is Motown?*

# Knowledge Organiser Year 5 Unit 6 Reflect, Rewind & Replay

**Theme**

**Facts/Info**

**Listen to 5 other pop ballads**

**1 – Listen and Appraise -  
Style Indicators of**

**Structure**

**Instruments played**

## 3 – Perform & Share

A group performance of Living on a Prayer by Bon Jovi from memory

Created for a specific audience and introduced by a member of the group

The performance will include one of the following

- improvisations
- instrumental performances
- compositions

**Vocabulary + notation?**



**Some stuff/Questions etc feelings/story**

## 2– Musical Activities

### Warm-up Games

Bronze Challenge

Silver Challenge

Gold Challenge

Which challenge did you get to?

### Singing

**Play instrumental parts** with the song by ear and /or from notation using the easy or medium part.

Which part did you play?

### Improvise

Bronze Challenge

Silver Challenge

Gold Challenge

Which challenge did you get to?

**Compose** a simple melody using simple rhythms choosing from the notes G A B C D

## 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?*

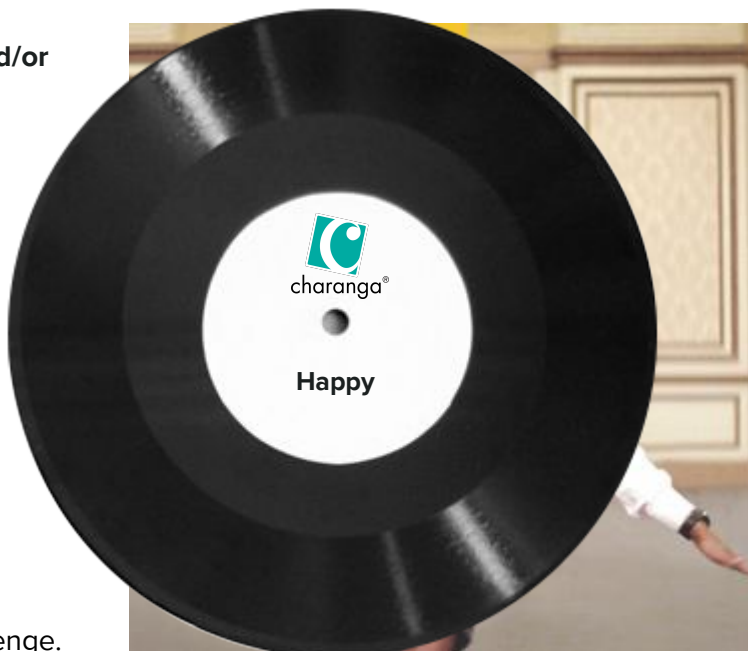
**Compose** a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

## 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



## 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?*

## 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 Anorakl 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 to share about it?*

*Can you find out more about these styles of music?*

## 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?*

## 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?*

## 1 – Listen & Appraise:

## 2 – Musical Activities using glocks and/or recorders

Warm-up games

Singing in unison

Play instrumental parts with the song

Improvise

Compose



## 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: M

Facts/Info:

Listen to 5

Vocabulary and notation:

The notes I used in the Unit:

## 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?*