

## 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?*

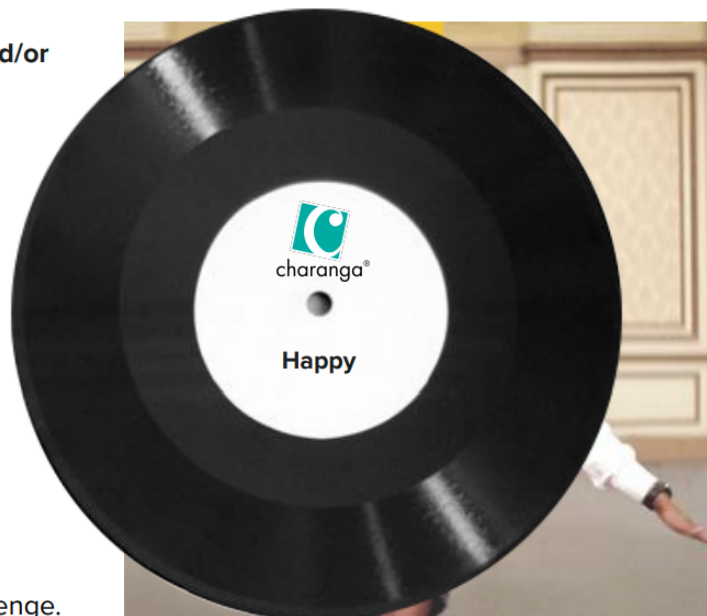
**Compose** a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

## 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?*

## 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 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.

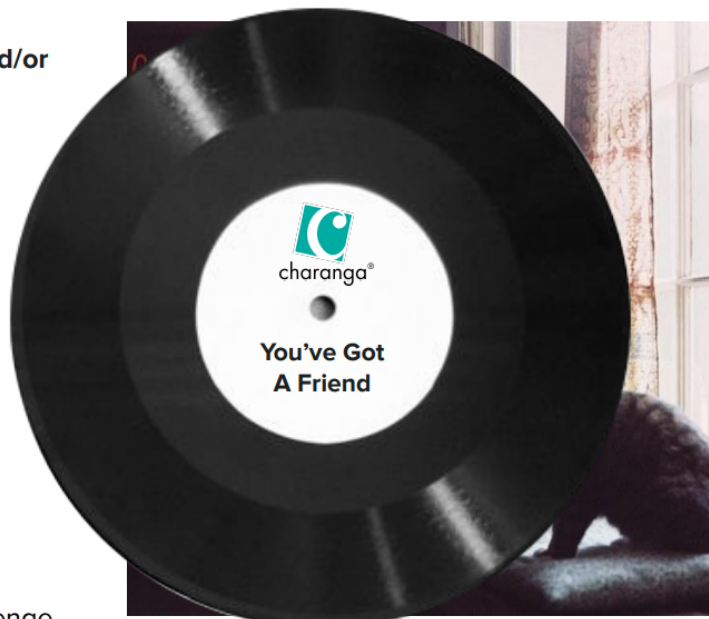
Bronze: A | Silver: A + G | Gold: A, G + E challenge

*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.



### 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?*



# Knowledge Organiser — Music and Me — Year 6, Unit 5

## 1 – Listen & Appraise music from four different inspirational female artists

As you listen to each of the featured artists, think about:

*What could you hear? Did you recognise any instrumental sounds or voices?*

*Did you like the music? Why? Or why not?*

*Did anything stand out to you about any of the pieces you listened to?*

## 2 – About the Artists

The videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music.

Questions to think about in this unit:

*How do they each go about creating music?*

*How has creating music helped them to build their confidence?*

*How do you know that making music and performing makes them happy?*

*What do they say about themselves through their music?*

## 3 – Create

You will write your own music using 'Music and Me' ('Identity') as your theme.

From the list below, which options and which tools did you choose? Did you work alone? Or in a group?

- Which 'beat' did you use?
- Music Explorer
- An instrument
- Write a rap
- Write lyrics for a song
- Use 'Quickbeats'
- A combination of the above
- Interview each other

## 4 – Perform, Share and Present

Decide how your group will introduce your composition and how much you will tell your audience about it.

How did you put your identity into the music and the performance?

Record the performance and talk about it afterwards.

## About this Unit

**Theme:** Music and Me: Identity

**Facts/Info:**

- **Anna Meredith - Something Helpful.** Anna is a British composer and performer of Electronic and Acoustic music.
- **Shiva Feshareki - O and V-A-C Moscow.** Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.
- **Eska Mtungwazi - Heroes & Villains and Shades Of Blue.** Eska is a London-born UK singer-songwriter and multi-instrumentalist.
- **Afrodeutsche - And! and The Middle Middle.** Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.
- **Listen to and find out about 6 other artists from the Inspirational Women's Timeline.**

**Vocabulary;** Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.

## Reflection

*What are you most proud of about the music you have written?*

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

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

## Reflect, Rewind and Replay Y6

### 6-step Planning Summary

Step	1. Listen and Appraise Reflect and Rewind	2. Musical Activities Reflect, Rewind and Replay	3. Perform and Share Replay
1.	<p><b>Reflect</b> - L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music</p> <p><b>Rewind and Listen Out!</b> I Want You Back by The Jackson 5</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>A composition activity using the Music Explorer resource</li> <li>Rhythm Grid work</li> <li>The Language of Music</li> <li>Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
2.	<p><b>Reflect</b> - Armide Overture by Jean-Baptiste Lully - Baroque</p> <p><b>Rewind and Listen Out!</b> Take The 'A' Train by Duke Ellington and Billy Strayhorn</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>A composition activity using the Music Explorer resource</li> <li>Rhythm Grid work</li> <li>The Language of Music</li> <li>Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
3.	<p><b>Reflect</b> - The Marriage Of Figaro: Overture by Mozart - Classical</p> <p><b>Rewind and Listen Out!</b> Walking On Sunshine by Katrina And The Waves</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>A composition activity using the Music Explorer resource</li> <li>Rhythm Grid work</li> <li>The Language of Music</li> <li>Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
4.	<p><b>Reflect</b> - Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert - Romantic</p> <p><b>Rewind and Listen Out!</b> Don't Worry, Be Happy by Bobby McFerrin</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>A composition activity using the Music Explorer resource</li> <li>Rhythm Grid work</li> <li>The Language of Music</li> <li>Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.

5.	<p><b>Reflect</b> - Sonata For Horn In F by Hindemith - 20th Century</p> <p><b>Rewind and Listen Out!</b> The Loco-Motion sung by Little Eva</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>A composition activity using the Music Explorer resource</li> <li>Rhythm Grid work</li> <li>The Language of Music</li> <li>Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.
6.	<p><b>Reflect</b> - Homelands by Nitin Sawhney - Contemporary</p> <p><b>Rewind and Listen Out!</b> Man In The Mirror by Michael Jackson</p> <p><b>Reflect</b> - Composers and Composition (Jon Boden)</p>	<ul style="list-style-type: none"> <li>A composition activity using the Music Explorer resource</li> <li>Rhythm Grid work</li> <li>The Language of Music</li> <li>Rewind and Replay (Revision) - revisit songs from the year</li> </ul>	Prepare for a performance of songs and activities from the year.