

# Music at Great Whelnetham

## C of E Primary School

Year 6



Title	<b>Autumn: Happy – Pharrell Williams – Pop</b>
<b>Overview</b>	In this unit, the children will study the song Happy by Pharrell Williams. They will learn about the genres of Pop and Motown. The children will think about the emotions that songs can make you feel and will appraise other Pop songs about being happy, such as Top of the World by The Carpenters and Walking on Sunshine by Katrina and The Waves. The children will build on their knowledge of musical terms such as pulse, rhythm and tone and will play different games to help them identify these in different songs. After learning to sing the song, the children will learn how to play the glockenspiels to the song. Finally, they will have a go at composing their own riff for the song using their instrument.
<b>Knowledge Acquisition</b>	The children will know about the style indicators of a typical, positive pop song and will go on to understand the characteristics of Soul and Motown and how this song uses influences from those genres. They will learn about composition and improvisation, using glocks to play parts of the song and move their understanding forward to be able to create their own variations to parts of the structure of the tune. They will know how to improvise and compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B. The children will develop their vocal skills, using harmonies and split parts to practice and perform sections of the song. They will then further improve their ability to prepare for the end-of-unit performance, including both instrumental sections of the song, their improvised parts and the vocal harmonies and know that a performance is sharing music with an audience.
<b>Key Vocabulary</b>	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, pop
<b>Key LOs</b>	<ul style="list-style-type: none"><li>➤ To compare Happy to other Pop and Motown songs – compare lyrics meanings and link.</li><li>➤ To know the style indicators of Pop and Motown music and link to historical context.</li><li>➤ To compare Happy to other songs about being happy</li><li>➤ Use musical words to describe songs and listen respectfully to others.</li><li>➤ To be find the pulse of a song</li><li>➤ To be able to describe the rhythm and tone of songs and how the musical elements work together.</li><li>➤ To learn to sing the song, Happy</li><li>➤ To play the glockenspiels to the song Happy</li><li>➤ To compose a riff to play to the song, using notes A, G, B, C and E</li><li>➤ To perform the song Happy – both singing and playing musical accompaniment</li></ul>

<b>Key Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Start each session by appraising either Happy, other Pop/Motown songs and other songs about being happy</li> <li>➤ Make comparisons between different songs – texture, dynamics, tempo, rhythm, pitch, timbre.</li> <li>➤ Copy back rhythms and invent rhythms as part of musical question and answer, keeping the pulse.</li> <li>➤ Sing the song Happy</li> <li>➤ Learn to play the glockenspiels to the song, Happy</li> <li>➤ Compose a new riff to the play to the song Happy</li> <li>➤ Discuss different ways of writing music down.</li> <li>➤ Perform the song (singing and playing instruments)</li> <li>➤ Record and evaluate own performance.</li> </ul>
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Title	<b>Spring: You've Got a Friend - Carole King - Folk Ballad</b>
<b>Overview</b>	<p>In this unit of work, the children will learn the song You've Got a Friend by Carole King. They will learn the lyrics to the song as well as learning how to play the recorder and tin whistle accompaniment to the song. Within this unit, the children will appraise the song, reflecting on how it makes them feel and what they like about the song. They will also learn the structure and composition of You've Got a Friend – the children will be able to describe this using correct language. As well as listening to You've Got a Friend, the children will also be listening to and appraising other songs by Carole King such as The Loco-Motion, One Fine Day and Up On the Roof. They will make comparisons between these songs.</p>
<b>Knowledge Acquisition</b>	<p>The children will know how to identify and analyse structure of a song, the pulse and tempo of a piece of music, it's tone and will understand some of the style indicators linked to the genre. They will develop their ability to identify which instruments they can hear being played in a song and learn to describe all of these as the musical dimensions of a piece of music.</p> <p>They will learn about composition and improvisation, using glocks to play parts of the song and move their understanding forward to be able to create their own variations to parts of the structure of the tune. They will know how to compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D. They will then bring their knowledge together in a performance which will include one or more of the improvisations, instrumental performances and compositions practiced earlier.</p>
<b>Key Vocabulary</b>	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>
<b>Key LOs</b>	<ul style="list-style-type: none"> <li>➤ To compare You've Got a Friend with other songs by Carole King. Discuss when and why they were written.</li> <li>➤ To be able to find the pulse of a song</li> <li>➤ To be able to describe the rhythm and tone of a song</li> <li>➤ To learn to sing You've Got a Friend</li> <li>➤ To learn to play the recorder and tin whistle to the song You've Got a Friend</li> </ul>

	<ul style="list-style-type: none"> <li>➤ To improvise with the song by clapping the riffs or playing them on the recorder or tin whistle</li> <li>➤ To compose a riff to play to the song You've Got a Friend, using notes E, G, A, C and D.</li> <li>➤ To perform You've Got a Friend</li> </ul>
<p><b>Key Learning Experiences</b></p>	<ul style="list-style-type: none"> <li>➤ Start each session by listening and appraising You've Got a Friend or another song by Carole King/a song of a similar style. What instruments are used?</li> <li>➤ Make comparisons between the different songs and identify structure.</li> <li>➤ Sing the song You've Got a Friend. Discuss importance of warming up voice and having good posture. Be aware of others to be in tune and in time.</li> <li>➤ Learn to play the recorder/tin whistle to the song</li> <li>➤ Improvise and then compose a new riff to play to the song You've Got a Friend</li> <li>➤ Discuss composition – what it is, what elements you need to consider, how you could record it (notation)</li> <li>➤ Perform the song (singing and playing instruments)</li> <li>➤ Discuss what makes a good performance.</li> </ul>