

Knowledge Organiser

Year: 6 Subject: Music Unit 4: You've Got a Friend

Overview:

During this sequence of learning, pupils will be exploring the song, 'You've Got a Friend' by Carole King. They will examine different versions of the same song performed by different artists.

 Songs and Styles To be introduced to Pop/Neo Soul music through the song 'Happy' by Pharrell Williams. Pop/Neo Soul emerged from soul and contemporary RnB. Instrumentation arrangement and studio mix are important. To listen to songs in different styles and identify their styles: Appraising To identify and describe what style indicators, you can hear. To identify and articulate the structure of the songs. To identify the instruments/voices that are heard and discuss these. To describe the musical dimensions of a chosen piece of music. Singing To be able to sing in two parts. To confidently sing their part from memory To sing with a strong internal pulse. To be able to listen to each other and be aware of how you fit into the group. To sing with awareness of being in tune. Playing To play instrumental parts with the correct technique with the song by ear and/or from notation. To be able to play using the notes A, G + B. To listen and follow musical instruction from a leader. To lead a rehearsal session. Improvisation To be able to improvise using up to 3 notes A, G + B. To know that if you improvise using the notes you are given, you cannot make a mistake. Composing To be able to compose a simple melody using simple 	Melody Another name for a tune. Compose Create and develop musical ideas and 'fixing' them. Improvise To make up a tune and play it on t spot. Cover A version of the song performed someone other than the original artist. Pulse The regular heartbeat of music; i steady beat.
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Composing To be able to compose a simple melody using simple	of the sound of instruments used
To be able to compose a simple melody using simple	
To be able to compose a simple melody using simple	Texture Describes the layers of sound in
	music.
rhythms with three notes - A , G + B or C , E , G , A + B .	music.
Performing	
	Structure Every piece of music has a
performance.	Sir de la
To tell the audience how you learnt this song and why.	structure e.g. an introduction, ver
To record the performance and compare it to a previous	structure e.g. an introduction, ver
per yer maneer	structure e.g. an introduction, ver and chorus ending.
 To discuss and talk musically about it - What went well? And It could e even better if 	structure e.g. an introduction, ver

 To be introduced to the music of Carole King and learn the song You've Got A Friend by heart. To know the song was first recorded by Carole and featured on her famous album, Tapestry. To know that in the 1960s, Carole King was employed to write Pop songs for artists to perform. To listen to five 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 Appraising To identify and describe what style indicators, you can bear Gender equality A belief	n used in Pop music to be a short catchy phrase or nat you can't stop singing. It, repeated phrase often on a lead instrument. aying or singing of one person rights that every citizen has
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Appraising To identify and describe what style indicators, you can hear. Gender equality A belief should	the laws of the government.
To identify and describe what style indicators, you can hear. Gender equality A believed the should should be a should should be a	The laws of the government.
hear.	
I SNOUIG	ef that both men and women
• To identify and articulate the structure of the songs.	receive equal treatment.
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To identify the instruments/voices that are heard and Unison Everyo	one plays or sigs the same
discuss mese.	at the same time
To describe the musical differsions of a chosen piece of	
music.	
	ent notes sung or played at
	me time to produce chords.
To confidently sing their part from memory	
To sing with a strong internal pulse.	
To be able to listen to each other and be aware of how	
you fit into the group.	
To sing with awareness of being in tune.	
Playing	
To play instrumental parts with the correct technique	
with the song by ear and/or from notation.	
To be able to play using the notes B, A + G and C, D, E + F.	
Improvisation	
• To be able to improvise using up to 3 notes A, G + E.	
Composing	
To be able to compose a simple melody using simple	
rhythms with three notes - E, $G + A$ or E, G , A , $C + D$.	
Performing	
To decide how your class will introduce the	
performance.	
To tell the audience how you learnt this song and why.	
To record the performance and compare it to a previous	
performance.	
To discuss and talk musically about it - What went well?	
And It could e even better if	
THE DRIFTERS 60. UP ON THE ROOF	