

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.

What should I already know?

- **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 rhythms with three notes - A, G + B or C, E, G, A + B.



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...

What will I know by the end of the unit?

Vocabulary:

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 the spot.
Cover	A version of the song performed by someone other than the original artist.
Pulse	The regular heartbeat of music; it's steady beat.
Rhythm	Long and short sounds or patterns the happen over the pulse.
Pitch	High and low sounds.
Tempo	The speed of the music; fast or slow or in-between.
Dynamics	How loud or quiet the music is.
Timbre	Describes the quality and character of the sound of instruments used.
Texture	Describes the layers of sound in music.
Structure	Every piece of music has a structure e.g. an introduction, verse and chorus ending.
Dimensions of music	The building blocks of music

<p>Songs and Styles</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <p>Appraising</p> <ul style="list-style-type: none"> 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. <p>Singing</p> <ul style="list-style-type: none"> To be able to sing in unison. 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. <p>Playing</p> <ul style="list-style-type: none"> 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. <p>Improvisation</p> <ul style="list-style-type: none"> To be able to improvise using up to 3 notes A, G + E. <p>Composing</p> <ul style="list-style-type: none"> To be able to compose a simple melody using simple rhythms with three notes - E, G + A or E, G, A, C + D. <p>Performing</p> <ul style="list-style-type: none"> 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... <div data-bbox="167 1809 373 2007">  <p>THE DRIFTERS 60s UP ON THE ROOF</p> </div> <div data-bbox="445 1809 699 1995">  <p>Carole King</p> </div>	<p>Hook</p> <p>Riff</p> <p>Solo</p> <p>Civil rights</p> <p>Gender equality</p> <p>Unison</p> <p>Harmony</p>	<p>A term used in Pop music to describe a short catchy phrase or riff that you can't stop singing.</p> <p>A short, repeated phrase often played on a lead instrument.</p> <p>The playing or singing of one person alone.</p> <p>Basic rights that every citizen has under the laws of the government.</p> <p>A belief that both men and women should receive equal treatment.</p> <p>Everyone plays or sings the same music at the same time</p> <p>Different notes sung or played at the same time to produce chords.</p>
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