

Unit 5: Music and Me

Year: 6

Overview:				
During this sequence of learning, pupils will learn about inspirational women working in music. Pupils will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.				
What should I already know?	Vocabulary:			
 Songs and Styles To be introduced to the music of Carole King and songs she wrote. 	DJing Electronic and	The role of a DJ (Disc Jockey) Acoustic music that solely or		
 To know that in the 1960s, Carole King was employed to write Pop songs for artists to perform. Appraising 	Acoustic music	primarily uses instruments that produce sound through acoustic means, as opposed to electric or		
 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. 		electronic means. Electronic music is that which employs electronic musical instruments, digital instruments and circuitry-based music technology		
 Singing To be able to sing in unison. To confidently sing their part from memory To sing with a strong internal pulse. 	Gender	The range of characteristics pertaining to, and differentiating between, masculinity and femininity		
 To be able to listen to each other and be aware of how you fit into the group. 	Lyrics	The words of a song		
 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 notation. 	Producer	A record producer or music producer oversees and manages the sound recording and production of a band or performer's music		
 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 	Racism	The belief that groups of humans possess different behavioural traits corresponding to physical appearance and can be divided based on the superiority of one race over another		
 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 	Rap	A vocal technique in which the performer speaks rhythmically against a steady beat		
It could be even better if What will I know by the end of the unit?	Turntablist	A person who uses turntables which (typically 2) are used by DJs to manipulate sounds and create		
 Songs and Styles About influential women in music including British female contemporary artists that live in the UK from different cultural backgrounds who express themselves through music, including: Shiva Feshareki: a turntablist and composer of Iranian descent who works with orchestras, Eska Mtungwazi: a London-born singer/songwriter and multi- instrumentalist, known professionally as Eska, Afrodeutsche: a British born Ghanaian/Russian/German composer, producer and DJ based in Manchester, 		new music, sound effects, mixes and other creative sounds and beats		

 Anna Meredith: a composer and performer of electronic and acoustic music. 	Shiva	
• Contemporary music is a broad musical term that defines a wide	Feshareki 🛛 🖌 🖌 🖌	
range of compositions that adopt ideas and elements for modern		
music. It is music that is written at the present time.		
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.	Anna	
• To describe the musical dimensions of a chosen piece of	Meredith	
music.		
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Artist knowledge		
 To be able to reflect and discuss how: 		
 the artist goes about creating music. 		
 how creating music helped them to build their confidence. 		
 how making music and performing makes them happy. 		
 what artists say about themselves through their music. 		
Composing		
• To compose a piece of music around the theme of identity		
(Music and Me)		
 The composition is written down using formal notation. 		
• To be able to talk through the composition using the		
following terms: pulse, rhythm, pitch, tempo, dynamics,		
texture and structure.		
 Listen to and reflect upon the developing composition and 		
make musical decisions about the melody.		
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 be even better if		
 To discuss how you put identity into the performance. 		