

Knowledge Organiser

Year: 6

Subject: Music

Unit 1: Happy

Overview:

During this sequence of learning, pupils will focus on the pop song 'Happy' by Pharrell Williams. They will study the dimensions of music (pulse, rhythm, pitch etc) through singing and playing instruments. They will understand how a piece of music is written and performed and can be changed or altered in different ways.

What should I already know?

Songs and Styles

- To know the following music styles and style indicators:
 - Rock - Loud electric guitars and drums due to heavy amplification; has a strong bass line and driving rhythms.
 - Bossa Nova - a style of Brazilian music derived from samba but placing more emphasis on melody and less on percussion; has syncopated guitar rhythms.
 - Swing - a type of jazz, has the emphasis on the off-beat; performed by a large band with saxophones, trumpets, trombones and a rhythm section
 - Old Hip Hop - the earliest commercially recorded hip-hop music; often has a heavy beat and electronic sounds, features rapping
 - Motown - A 1960s label created from Soul music; rhythm section, funky baseline.
 - Classical - beautiful melodies typically played by orchestras it includes a vast spectrum of styles and genres. It requires a high level of technical skill to compose and perform .

Appraising

- To be able to recognise the following instruments/vocals within the 4 songs:
- electric guitar, bass guitar, drums, keyboard, piano, glockenspiel, strings, loops, samples, decks, scratching, drums, bass, synthesizer, rhythm section, brass section (trumpet, trombone and sax).
- rapper, female voice, female backing vocals, lead vocal, lead vocal,
- To be able to identify the structure of a piece of music using the terms: intro, 8 bar intro, verse (1, 2 etc), bridge, chorus, tune, middle 8, head, interlude, tag ending, guitar solo, lead, improvisation
- Can talk about the song using the following musical words - tempo (fast, slow or in-between), dynamics and texture
- To be able to appraise music by asking questions.

Singing

- To be able to sing in unison and with backing vocals.

Improvising

- To be able to improvise using up to 5 notes in a variety of styles
- To be able to talk about the notes used.

Playing

- To play instrumental parts with the song by ear and/or from notation using 2 to 5 notes rhythms).
- Composing
- To compose a simple melody using simple rhythms choosing from three to five notes

Performance

Vocabulary:

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| style indicators | Identifiers that show the genre of the music. |
| 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. |

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| <ul style="list-style-type: none"> To perform a song which incorporates: improvisations, instrumental performances and compositions Know that everything that will be performed must be planned and learned To communicate the meaning of the words and clearly articulate them. To discuss and talk musically about their performance - "What went well?" and "It would have been even better if...?" | <p>Dimensions of music</p> | <p>The building blocks of music</p> |
| <p>What will I know by the end of the unit?</p> | <p>Neo Soul</p> | <p>The style emerged from Soul and Contemporary RnB</p> |
| <p>Songs and Styles</p> | <p>Producer</p> | <p>Those who oversee the and manage the sound recording and production of music.</p> |
| <ul style="list-style-type: none"> To be introduced to Pop/Neo Soul music through the song 'Happy' by Pharrell Williams. | <p>Groove</p> | <p>The rhythmic part of music that makes you want to dance.</p> |
| <ul style="list-style-type: none"> Pop/Neo Soul emerged from soul and contemporary RnB. Instrumentation arrangement and studio mix are important. | <p>Motown</p> | <p>Style of music created in the 1960s.</p> |
| <ul style="list-style-type: none"> To listen to five other songs in different styles and identify their styles: | <p>Hook</p> | <p>A term used in Pop music to describe a short catchy phrase or riff that you can't stop singing.</p> |
| <ul style="list-style-type: none"> Top Of The World sung by The Carpenters | <p>Riff</p> | <p>A short, repeated phrase often played on a lead instrument.</p> |
| <ul style="list-style-type: none"> Don't Worry, Be Happy sung by Bobby McFerrin | <p>Solo</p> | <p>The playing or singing of one person alone.</p> |
| <ul style="list-style-type: none"> Walking On Sunshine sung by Katrina And The Waves | | |
| <ul style="list-style-type: none"> When You're Smiling sung by Frank Sinatra | | |
| <ul style="list-style-type: none"> Love Will Save The Day sung by Brendan Reilly | | |
| <p>Appraising</p> | | |
| <ul style="list-style-type: none"> To identify and describe what style indicators, you can hear. | | |
| <ul style="list-style-type: none"> To identify and articulate the structure of the songs. | | |
| <ul style="list-style-type: none"> To identify the instruments/voices that are heard and discuss these. | | |
| <ul style="list-style-type: none"> 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 two parts. | | |
| <ul style="list-style-type: none"> To confidently sing their part from memory | | |
| <ul style="list-style-type: none"> To sing with a strong internal pulse. | | |
| <ul style="list-style-type: none"> To be able to listen to each other and be aware of how you fit into the group. | | |
| <ul style="list-style-type: none"> 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. | | |
| <ul style="list-style-type: none"> To be able to play using the notes A, G + B. | | |
| <ul style="list-style-type: none"> To listen and follow musical instruction from a leader. | | |
| <ul style="list-style-type: none"> To lead a rehearsal session. | | |
| <p>Improvisation</p> | | |
| <ul style="list-style-type: none"> To be able to improvise using up to 3 notes A, G + B. | | |
| <ul style="list-style-type: none"> To know that if you improvise using the notes you are given, you cannot make a mistake. | | |
| <p>Composing</p> | | |
| <ul style="list-style-type: none"> To be able to compose a simple melody using simple rhythms with three notes - A, G + B or C, E, G, A + B. | | |
| <p>Performing</p> | | |
| <ul style="list-style-type: none"> To decide how your class will introduce the performance. | | |
| <ul style="list-style-type: none"> To tell the audience how you learnt this song and why. | | |
| <ul style="list-style-type: none"> To record the performance and compare it to a previous performance. | | |
| <ul style="list-style-type: none"> To discuss and talk musically about it - What went well? And It could e even better if... | | |

