Crofton Junior School – Music Knowledge Organiser – Year 6 – Autumn 1 – Happy

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| **Unit of Work** | Music – Charanga Unit – Happy | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | Rectangular-KS2-Units-Of-Work_0008_Layer-11In this unit, pupils will learn about the Pop/Neo soul genre of music through focussing on the pop song ‘Happy’ by Pharrell Williams. They will listen to and appraise a range of songs around the theme of happiness including ‘Top of the World’, ‘Don’t Worry, Be Happy’ and ‘Walking on Sunshine’ and learn to identify different style indicators of the genre. They will continue to build on their knowledge of the interrelated dimensions of music through a range of interactive musical games focussing on rhythms, pitch and question and answer. They will also explore a variety of vocal warm ups and breathing techniques and deomstrate correct posture in their singing as well as singing in two parts confidently and accurately. They will contonue to explore their skills of both improvisation and composition by clapping and playing musical riffs using a range of notes. They will understand and explore how a piece of music is written, performed and can be changed or altered in different ways. | |
| **Prior Learning** | Year 5 – Livin’ On A Prayer – Autumn 1 (80s music style)  Ongoing musical appreciation | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * That Happy is a song written, produced and performed by Pharrell Williams. * That Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song. It includes classic soul instruments – including keyboard, bass and drums. * That style indicators are identifiers that show us the genre of the music. * How to demonstrate good singing posture and follow a leader. * How to sing confidently and accurately in two-parts. * How to compose melodies using simple rhythms and notes including either A, G + B or C, E, G, A + B. | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that 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 – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. * Notation – the link between sound and symbol. | |
| **Vocabulary** | Tier 2  listen, appraise, improvise, compose | Tier 3  style indicators, pulse, rhythm, pitch, tempo, dynamics, timbre, structure, texture, producer, hook, melody, cover, |
| **Post Learning** | Year 6 – Autumn 2, Spring and Summer Term Units | |

Crofton Junior School –Music Knowledge Organiser – Year 6 – Autumn 2 – Classroom Jazz 2

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| **Unit of Work** | Music – Charanga Unit – Classroom Jazz 2 | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | Rectangular-KS2-Units-Of-Work_0013_Layer-2-CopyIn this units, pupils will develop an understanding of Jazz and learn about the origins and influence of Jazz. The unit is centred around two pieces by Ian Gray – ‘Bacharach Anorak’ and ‘Meet the Blues’ – and pupils will listen to and appraise these pieces identifying the style indicators, the structure, instruments heard and describe the musical dimension as well as playing parts, improvising and composing. Also, they will listen to a variety of pieces including ‘Take The ‘A’ Train’ by Duke Ellington, ‘Speaking My Peace’ by H. Parlan, and ‘Back ‘O’Town Blues’ by Earl Hines. Throughout the unit, pupils will develop their playing skills on the glockenspiel by playing instrumental parts by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues) and also improvise and compose in a jazz style (using notes of the C major scale) and blues style (using the notes C, Bb, G, F + C). | |
| **Prior Learning** | Year 5 – Autumn 2 Classroom Jazz 1 (NOT COVERED DUE TO WIDER OPPORTUNTIES)  Other units involving improvisation  Year 6 – Autumn 1 | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * Bacharach Anorak has a Latin American groove. * Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz. Jazz is a musical genre that can be characterised improvisations, syncopations and swing. * Blues music is usually in 12 bar sections. The use of ‘blue’ notes helps express sadness in a song. * Improvisation is making a tune up and playing in on the spot. There is an assumption it can never be recreated. * The notes of the C major scale are C, D, E, F, G, A, B and C. * There are different ways of writing down music including staff notation and symbols. * How to read the notes of the C major scale on the treble stave. * How to play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C and C, Bb, G, F + C (Meet the Blues). * How to improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C and how to improvise in a Blues style using the notes C, Bb, G, F + C. | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that 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 – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. * Notation – the link between sound and symbol. | |
| **Vocabulary** | Tier 2  listen, appraise, structure, compose, improvise, improvisation | Tier 3  Blues, Jazz, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, , hook, riff, solo |
| **Post Learning** | Year 6 – Spring and Summer Units | |

Crofton Junior School –Music Knowledge Organiser – Year 6 – Spring 1 – Benjamin Britten – A New Year Carol

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| **Unit of Work** | Music – Charanga Unit – A New Year Carol | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | Rectangular-KS2-Units-Of-Work_0000_Layer-27In this unit, children’s learning is focussed around the song ‘A New Year Carol’ by Benjamin Britten. Pupils will listen to and appraise ‘A Mun Be Married’ and ‘Fishing Song’ by Benjamin Britten and also listen to cover versions of them including a Bhangra style, an African Jazz style and Urban Gospel. They will describe the mood of the songs and talk about the musical dimensions used within the different songs. They will learn a variety of breathing techniques and learn to sing, play and perform different versions of the song. The pupils will sing in unison expressively and in tune and perform the song within its orginal style and the Urban Gospel version. | |
| **Prior Learning** | Year 4 – Spring 2 – Lean on Me (gospel)  Year 5 – Autumn Term Units  KS1 – Bhangra style | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * A cover version is a different version of an original song by another artist/group. * That other artists have covered the work of Benjamin Britten giving it a different feel. * Urban gospel music is Christian and is usually sung with rich harmony and often with a call and response structure. It uses elements of Soul, Hip Hop, Funk, Jazz and RnB. * Bhangra is a popular style of Indian music combining Punjabi and Indian music with Western pop music. It also fuses together its sounds with Hip Hop and RnB. * How to confidently and expressively in tune and in unison expressing the mood of the song. | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that 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 – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. * Notation – the link between sound and symbol. | |
| **Vocabulary** | Tier 2  listen, appraise, compose, improvise, perform | Tier 3  melody, cover, rhythm, pulse, pitch, tempo, texture, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel, |
| **Post Learning** | Other Y6 units | |

Crofton Junior School – Music Knowledge Organiser – Year 6 – Spring 2 – You’ve Got A Friend

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| **Unit of Work** | Music – Charanga Unit – You’ve Got A Friend | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | Rectangular-KS2-Units-Of-Work_0001_Layer-24In this unit of work, pupils will explore the song ‘You’ve Got A Friend’ by Carole King. They will listen to and appraise a range of songs by Carole King such as ‘The Loco-Motion’, ‘One Fine Day’ and ‘Up On The Roof’ and also examine different versions of the same song performed by different artists. They will continue to Pupils will continue to learn about breathing techniques and correct posture and alignment for singing. Through a variety of musical, interactive games pupils will continue to develop their skills of the interrelated dimensions of music (pitch, rhythm, pulse, tempo, dynamics, timbre, texture). Pupils will also learn musical riffs which can be incorporated into their own composition and improvisation skills. | |
| **Prior Learning** | Year 5 – Spring 1 - Make You Feel My Love | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * That Carole King was a highly successful American female songwriter / musician. * That her songs have been covered and performed by many influential artists/groups. * A cover version is a version of a song performed by someone other than the original artists and it might sound a little or very different from the original. * In the 1960s, Carole King was employed to write pop songs for artists to perform. * A ballad is a gentle love song. * How to compose melodies using different notes (E, G, A, C + D). | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that 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 – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. * Notation – the link between sound and symbol. | |
| **Vocabulary** | Tier 2  listen, appraise, compose, improvise, perform | Tier 3  pulse, rhythm, pitch, tempo, dynamics, texture, structure, dimensions of music, hook, riff, solo, civil rights, equality, gender equality, harmony, unison |
| **Post Learning** | Other Year 6 units | |

Crofton Junior School –Music Knowledge Organiser – Year 6 – Summer 1 – Music & Me

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| **Unit of Work** | Music – Charanga Unit – Music and Me | |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music | |
| **Overview of the Unit of Work** | https://cdn.charanga.com/uploaded_images/0000/1702/music-and-me.jpgIn this unit of work, children will learn about inspirational women working in music. Pupils will listen to and appraise music from four British contemporary female artists who express themselves through their music. Pupils will gain an understandning of their different cultural backgrounds, their work, their style and how they express themselves. Pupils will participate in a range of vocal warm ups and breathing exercises. Pupils will explore the concept of identify with gender in reference to social and cultural differences. They will watch videos about these artists to help them understand how they create their own music. This will help pupils to create their own music using ‘Music and Me’ (‘Identity’) as a theme. They will make decisions about their music making and compositions. At the end, the pupils will perfom and evaluate their performances. | |
| **Prior Learning** | Year 5 units | |
| **Sticky Knowledge**  **& Skills** | Pupils will learn:   * Gender can influence music and song writing. * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. * Turntables (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats. * That lyrics are the words of a song or rap. * How to write own music incorporating lyrics, raps, and melodies over a beat using ‘Music and Me’ (‘Identity’) as the theme. | |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that 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 – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. * Notation – the link between sound and symbol. | |
| **Vocabulary** | Tier 2  gender, racism, listen, appraise, perform | Tier 3  rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music |
| **Post Learning** | Year 6 – Summer Term Units | |

Crofton Junior School –Music Knowledge Organiser – Year 6 – Summer 2 – Reflect, Rewind and Replay

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| **Unit of Work** | Music – Charanga Unit – Reflect, Rewind and Replay |
| **Threshold Concepts** | Perform, Compose, Transcribe and Describe Music |
| **Overview of the Unit of Work** | R_R_R_ad-02This unit of work consolidates the learning that has occurred throughout Year 6. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Pupils will continue to embed the foundations of interrelated dimensions of music using voices and instruments. They will listen and appraise different pieces of music, sing, play instruments and compose a short piece of music. They will learn about composers such as Jean Baptiste Lully, Mozart, Schubert, Hindemith and Nitin Sawhney and the work they produced. They will share and perform the learning that has taken place throughout the year.  At the end of the summer term, the children will demonstrate their singing and playing skills in the whole school ‘Singing Showcase’ performance. |
| **Prior Learning** | All Year 6 units. |
| **Sticky Knowledge**  **& Skills** | See previous units |
| **Interrelated dimensions of music** | * Pulse – the regular heartbeat of the music; its steady beat. * Rhythm – long and short sounds or patterns that 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 – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. * Texture – layers of sound. Layers of sound working together make music very interesting to listen to. * Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. * Notation – the link between sound and symbol. |
| **Vocabulary** | Vocabulary from previous units |
| **Post Learning** | KS3 Learning. |