

# Year 6 Term 2 Music: Happy



Curriculum Key Question: How can I express myself?

Topic: Letters from the Lighthouse.

## Key Vocabulary

- Pulse/beat: The heartbeat or steady beat of a song/piece of music.
- Rhythm: A musical dimension that describes the combination of long and short sounds to make patterns.
- Pitch: A musical dimension that describes the range of high and low sounds.
- Improvise: To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- Composing: Creating and developing musical ideas and 'fixing' them.
- Performing: Singing and playing instruments for others to hear.
- Dynamics: A musical dimension indicating how loudly or quietly the music is being played.
- Melody: Another name for tune.
- Tempo: A musical dimension that describes how fast or slowly the music is played.
- Motown: 1960s label created from soul music.
- Neo Soul: a style that has emerged from classic soul and contemporary RnB.
- Unison: everyone playing or singing at the same time.

## 1 – Listen & Appraise: Happy (Pop/Neo Soul)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices can you hear?*

*Describe the musical dimensions?*

## 2 – Musical Activities using glocks and/or recorders

**Warm-up Games** play and copy back using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

*Which challenge did you get to?*

**Singing** in 2 parts.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.

*Which part did you play?*

**Improvise** using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

*Which challenge did you get to?*

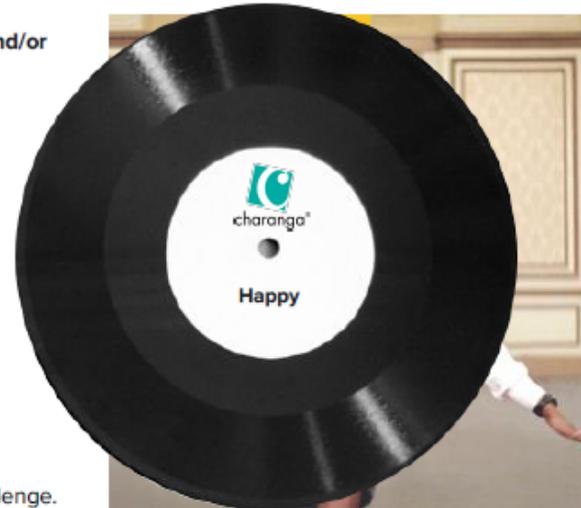
**Compose** a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## What should I already know?

To think about the message of songs.  
When you talk try to use musical words.  
To listen to the group when singing.  
To demonstrate a good singing posture.  
To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts  
Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  
To choose what to perform and create a programme.  
To communicate the meaning of the words and clearly articulate them.

## Skills I will develop:

To identify and move to the pulse with ease.  
Talk about the music and how it makes you feel, using musical language to describe the music.  
To sing in unison and to sing backing vocals.  
To listen to each other and be aware of how you fit into the group.  
To sing with awareness of being 'in tune'.  
To play a musical instrument with the correct technique within the context of the Unit song.  
To rehearse and perform their part within the context of the Unit song.  
To improvise using instruments in the context of a song to be performed.  
To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  
To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"