

Music Year 6 Term 4: You've got a friend



Curriculum Key Question: How can I express myself?

Topic: Who were the Mayans and what was their impact?

Key Vocabulary

- **Compose:** Creating and developing musical ideas and 'fixing' them
- **Dynamics:** A musical dimension indicating how loudly or quietly the music is being played.
- **Hook:** A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember
- **Improvisation:** To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- **Melody:** Another name for tune.
- **Pitch:** A musical dimension that describes the range of high and low sounds
- **Pulse:** 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.
- **Riff:** A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
- **Solo:** An Italian word to describe playing, singing or performing of one person or on our own.
- **Structure:** How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.
- **Tempo:** A musical dimension that describes how fast or slowly the music is played.
- **Texture:** A musical dimension that describes the layers of sound in music.
- **Timbre:** A musical dimension that describes the quality and character of the sound of the instruments used.

What should I already know?

The style indicators of different songs (musical characteristics that give the songs their style)

The lyrics: what the songs are about?

Any musical dimensions featured.

Skills I will develop:

To identify and move to the pulse with ease.

- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- Use musical words when talking about the songs.
- 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 demonstrate a good singing posture.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'
- To communicate the meaning of the words and clearly articulate them
- To record the performance and compare it to a previous performance.



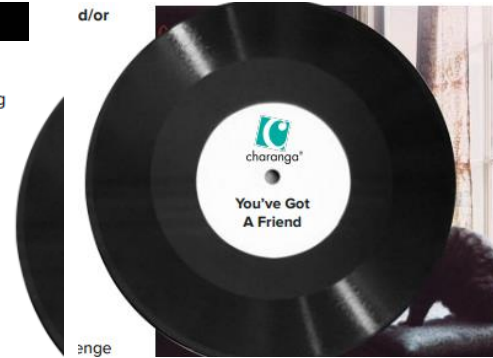
What style indicators can you hear?

Describe the structure?

What instruments/voices can you hear?

Describe the musical dimensions?

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Warm-up Games - play and copy back using up to 3 notes – A, G + E.
Bronze: A | Silver: A + G | Gold: A, G + E challenge.
Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F.
Which part did you play?

Improvise using up to 3 notes – A, G + E.
Bronze: A | Silver: A + G | Gold: A, G + E challenge
Which challenge did you get to?

Compose a simple melody using simple rhythm choosing from the notes E, G + A or E, G, A, C

Facts/info:

- You've Got A Friend was a song written by Carole King in 1971.
- It was first recorded by Carole and featured on her famous album, Tapestry.
- In the 1960s, Carole King was employed to write Pop songs for artists to perform.

Listen to five other songs written by Carole King:

- 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



