

# Learning Organiser: Glock Variety - Appraise Year 6



## Adapted from 'You've got a Friend' unit

### What do we know?

**Know how** we describe music using musical vocabulary (structure, instruments, dynamics.) Y5

**Know how** to talk about, sing, perform and play music; considering how it makes me feel. (Y4)

**Know why** multiple instruments and singing parts are used to create these types of songs. (Y4)

1. Listen & Appraise: Teacher or Child led variety of music. Baseline for vocabulary and discussion.

2. Appraise song styles, style indicators for genre chose/artist chosen/type of music for unit. Learn songs and try out instrument parts (notation baseline.)

3. Singing in unison, keeping in time. Following a leader (teacher or child.) Discuss structure of a class song and begin to discuss dynamics/musical dimensions. Introduce notation.

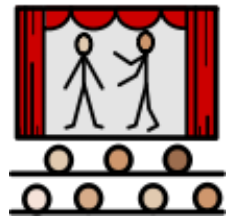
4. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. Which part did you play? Discuss texture/parts.

5. Discuss history, cultural context, message of song and other related songs. Rehearse performance as class or in groups (singing and playing.)

6. Rehearse, using notation and perform.

### Vocabulary

Melody  
improvise  
dynamics  
timbre  
texture  
structure  
hook  
riff,  
harmony



### Big Ideas



Structure



Timbre

### Forever Facts

**Know how** to describe music using key vocabulary.

**Know that** music can be used to deliver an important message.

**Know how** to recognise and play notes on a stave.

### Where will it go?

**Showcase**

Children record/perform song, and can discuss a song using key vocabulary.



# Music Technology and Grime



**Vocabulary**  
 Bar  
 Tempo  
 octave  
 structure  
 grime  
 bass  
 synth

**What do we know?**

- ★ **Know why** we need to consider different music elements when composing (pulse, rhythm, pitch and varying dynamics.) Y5
- ★ **We know how** to improvise and compose within simple structures (Y4)
- ★ **We know why** music involves tempo and pitch (Y1)

1. Introduction to grime and learning to add a basic drum beat

2. Adding bass to your track

3. Adding rap, mix and fx

4. Compose your own music

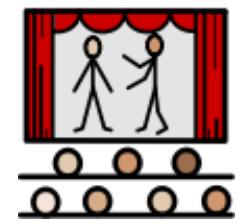
5. Compose your own music

6. Evaluate your own and others' music

**Forever Facts**



- ★ **Know that** grime is an electronic music form that uses rap and samples.
- ★ **Know how** to use music software to add different layers of sound.
- ★ **Know how** to edit, improve and evaluate my music.



**Where will it go?**  
Showcase  
 Publish finished songs to tapestry/  
 Show in collective worship

# Learning Organiser: Happy- performance Year 6



**Vocabulary**

style  
indicators  
cover  
neo soul  
producer  
groove  
Motown  
hook  
riff  
solo

## Happy, by Pharrell Williams

**What do we know?**

- ★ Know how to play a stringed instrument and use notation to record (Y5)
- ★ We know how to rehearse by ear and using notation (Y4)
- ★ We know how to play in time (Y2)

2. Listen & Appraise: Happy (Pop/Neo soul)  
3. Learn to sing the song

2. Musical Activities using Ukuele and/or recorders  
Warm-up games play and copy back using up to 3 notes – A, G + B.

3. Playing 'Happy' using the Ukulele- ABG

4. Playing 'Happy' using the Ukuele- two parts

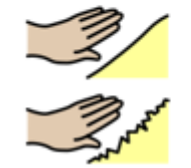
5. Improvise with 'Happy' and rehearse for performance

6. Compose with the song Happy and rehearse for performance.

### Big Ideas



Notation



Texture

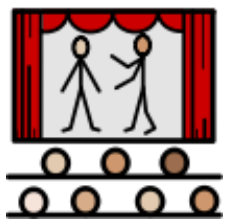
### Forever Facts



★ Know how to play the ukulele with good technique.

★ Know that rehearsing, following a lead and performing a part are important for a successful performance.

★ Know how to talk about music using musical vocabulary, considering all the things we have learnt.



**Where will it go?**

**Showcase**

Perform to the school in collective worship