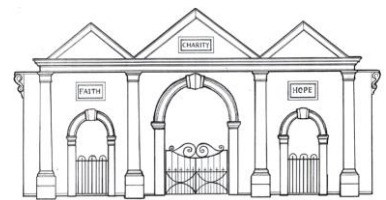




## Music: Organisational Structure

Class				
<b>Bumblebee class</b> YR. R/1	Everyone	Hey You	Our World	In the Groove
<b>Hedgehog class</b> Yr. 2/3	I Wanna Play in a Band	Let your Spirit Fly	Hands, Feet, Heart	Three Little Birds
<b>Barn Owl class</b> Yr. 3/4	Mamma Mia	Classroom Jazz	Lean on Me	Dancing in the Street
<b>Otter class</b>	You've Got a Friend		Happy	



Title	<b>Everyone</b>
Overview	<p>This unit is cross-curricular and topic based, exploring family, friends, people and music from around the world which will be taught through a combination of child initiated and adult led activities. The children will be encouraged to listen to music and respond verbally and with movement, initially this will be child-led moving towards children being able to follow instruction. Children will be introduced to the language of pulse, rhythm and pitch. This unit of work will provide children with the opportunity to learn four nursery rhymes and two action songs. As we progress throughout the unit children will have the opportunity to use instruments alongside their singing.</p> <p>EYFS</p> <ul style="list-style-type: none"> <li>• To listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• To sing a range of well-known nursery rhymes and songs.</li> <li>• To explore and engage in music making, performing solo or in groups.</li> </ul>
Vocabulary	Pulse, rhythm, pitch, nursery rhymes, instruments
Key Learning Objectives	<ul style="list-style-type: none"> <li>• To respond to a piece of music either through movement or verbally.</li> <li>• To understand the term pulse in music and that it is the foundation of all music.</li> <li>• To understand the term rhythm and understand that it is made up of short and long sounds.</li> <li>• To understand that rhythm changes and pulse stays the same, like a heartbeat.</li> <li>• To understand the term pitch and that means it high or low sounds.</li> <li>• To understand that in order to sing a song we need pulse, rhythm and pitch.</li> <li>• To learn some instrument names and how to treat them carefully.</li> <li>• To learn to sing a song and perform it to an audience.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>• Listen to different types of music and respond through movement, e.g. dancing, marching.</li> <li>• Explore pitch through games and stories, e.g. can you imitate the sound of a fire engine? Animal sounds – a bee buzzing, an elephant trumpeting etc.</li> <li>• Children learn to sing nursery rhymes and action songs. What are the songs about?</li> <li>• Used tuned and untuned instruments to create sounds. Name the instruments and listen to the sounds they make.</li> <li>• To perform the song and record it. How did you feel about it?</li> </ul>



<b>Title</b>	<b>Hey You!</b>
<b>Overview</b>	<p>This unit is based on a song called 'Hey You!' which is a song that has been written in the style of Old-School Hip Hop. The children will learn the differences between pulse, rhythm and pitch and develop an understanding how these elements work together. The children will learn how to rap and enjoy it in its original form. The children will listen and appraise other Old-School Hip Hop songs and will learn about the key elements of Old-School Hip Hop music. The children will then have the opportunity to perform the song.</p> <p>EYFS</p> <ul style="list-style-type: none"> <li>• To listen to music in a range of situations</li> <li>• To sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>
<b>Vocabulary</b>	Pulse, rhythm, pitch, listen, respond, some instrument names (Glockenspiel)
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To learn to play notes C and G on a Glockenspiel.</li> <li>• To learn to sing Hey You.</li> <li>• To listen and appraise songs.</li> <li>• To know that they can make different types of sounds with their voices and to use these in rhythm.</li> <li>• To know improvising means making up on the spot.</li> <li>• To improvise within the song: using voices and instruments.</li> <li>• To know composing means writing a song (like a story with music) and anyone can do it.</li> <li>• To compose with the song using instruments.</li> <li>• To perform the song.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• To learn to play notes C and G on a Glockenspiel.</li> <li>• To learn to sing Hey You.</li> <li>• To answer questions and make comments about the music they hear, beginning to use musical vocabulary.</li> <li>• To learn how to make different pitches with their voices (high and low).</li> <li>• To use their voice to rap.</li> <li>• To improvise and compose within the song, using voices and instruments.</li> <li>• To perform the song</li> </ul>



<b>Title</b>	<b>Our world</b>
<b>Overview</b>	<p>This unit is cross-curricular and topic based, exploring the natural world including: animals; seasons; weather; day and night, which will be taught through a combination of child initiated and adult led activities. The children will be encouraged to listen to music and respond verbally and with movement, initially this will be child-led moving towards children being able to follow instruction. Children will be introduced to the language of pulse, rhythm and pitch. This unit of work will provide children with the opportunity to learn four nursery rhymes and two action songs. As we progress throughout the unit children will have the opportunity to use instruments alongside their singing.</p> <p>EYFS</p> <ul style="list-style-type: none"> <li>• To listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• To sing a range of well-known nursery rhymes and songs.</li> <li>• To explore and engage in music making, performing solo or in groups.</li> </ul>
<b>Vocabulary</b>	Pulse, rhythm, pitch, nursery rhymes, instruments, listen, perform
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To respond to a piece of music either through movement or verbally.</li> <li>• To understand the term pulse in music and that it is the foundation of all music.</li> <li>• To understand the term rhythm and understand that it is made up of short and long sounds.</li> <li>• To understand that rhythm changes and pulse stays the same, like a heartbeat.</li> <li>• To understand the term pitch and that means it high or low sounds.</li> <li>• To understand that in order to sing a song we need pulse, rhythm and pitch.</li> <li>• To learn some instrument names and how to treat them carefully.</li> <li>• To learn to sing a song and perform it to an audience.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Listen to different types of music and respond through movement, e.g. dancing, marching.</li> <li>• Explore pitch through games and stories, e.g. Animal sounds – a bee buzzing, an elephant trumpeting etc.</li> <li>• Children learn to sing nursery rhymes and action songs. What are the songs about?</li> <li>• Used tuned and untuned instruments to create sounds. Name the instruments and listen to the sounds they make.</li> <li>• To learn how to treat instruments with respect.</li> <li>• To perform the song and record it. How did you feel about it?</li> </ul>



<b>Title</b>	<b>In the Groove</b>
<b>Overview</b>	<p>In this unit children will learn a song called In the Groove, it has been specially written to teach children about different styles of music, these include; Blues, Latin, Folk, Funk, Baroque, Bhangra. Each week the children will be introduced to a different style of music. These songs include: How Blue Can You Get by B.B. King (Blues); Let the Bright Seraphim by Handel (Baroque); Livin La Vida Loca by Ricky Martin (Latin/Pop); Jai Ho by J.R. Rahman (Bhangra/Bollywood); Lord of the Dance by Ronan Hardimna (Irish); and Diggin On James Brown by Tower of Power (Funk). The children will have lots of opportunity for discussion around the different styles of music making comparisons. At the end of the unit the children will have the opportunity to perform the songs.</p> <p>EYFS</p> <ul style="list-style-type: none"> <li>• To listen to music in a range of situations</li> <li>• To sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>
<b>Vocabulary</b>	Pulse, Rhythm, Pitch, Tempo, Listen, Appraise, Compose, Improvise, Perform, Blues, Latin, Folk, Funk, Baroque, Bhangra
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To learn to play notes C, G and A.</li> <li>• To learn to sing In the Groove.</li> <li>• To listen to and make comparisons between songs and styles of music, using correct musical vocabulary.</li> <li>• To know improvising means making up on the spot.</li> <li>• To improvise with the song: using voices and instruments.</li> <li>• To know composing means writing a song (like a story with music) and anyone can do it.</li> <li>• To perform the song.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Improvise with rhythm (clap back own answer to a rhythm), words or instruments (one or two notes).</li> <li>• Learn to sing the song as it is.</li> <li>• Compose a short part of a song, using up to 3 notes. Write it down so you can remember it or change it.</li> <li>• Choose and play instruments with the song</li> <li>• Record the children's performance.</li> </ul>



## Hedgehogs – Year 2/3

<b>Title</b>	<b>I Wanna Play in a Band</b>
<b>Overview</b>	This unit of work will provide the children the opportunity to learn about Rock music. They will spend the six weeks learning one song – ‘I Wanna Play in a Band’ in depth and will compare this song to five other well-known Rock songs. The children will learn to sing the song ‘I Wanna Play in a Band’ and will appraise this, and the other five Rock songs, using correct musical vocabulary. The children will learn how to recognise when a piece of music is in the style of ‘Rock’. They will also learn about key artists which include Queen, Deep Purple, Status Quo, Chuck Berry and The Beatles.
<b>Vocabulary</b>	Rock, pulse, rhythm, pitch, intro, verse, chorus, instruments, melody
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To compare ‘I Wanna Play in a Band’ with other Rock songs</li> <li>• To know the style indicators of Rock music and name some instruments used.</li> <li>• To understand how a song is put together e.g. Intro, Verse and Chorus.</li> <li>• To find the pulse in this song and compare this to the rhythm.</li> <li>• To learn to sing ‘I Wanna Play in a Band’</li> <li>• To play musical instruments with the song and name the instruments.</li> <li>• To treat instruments with respect.</li> <li>• To learn to play the notes D and C (easy) and G, F and C (Medium)</li> <li>• To improvise with the song using clapping, singing and playing instruments (notes F and G). Discuss the pitch of the notes played.</li> <li>• To compose with the song and know what ‘compose’ means.</li> <li>• To perform the song – I Wanna Play in a Band.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Complete KWL Grids to assess children’s prior knowledge and progress.</li> <li>• Children to listen to and enjoy five well-known rock songs.</li> <li>• To learn to sing and play together.</li> <li>• To use glockenspiels and /or percussion instruments and their voices for improvisation (and discuss what improvisation is)</li> <li>• To perform ‘I Wanna Play in a Band’</li> <li>• Film the children’s final performance</li> </ul>



<b>Title</b>	<b>Let Your Spirit Fly</b>
<b>Overview</b>	In this unit of work the children will focus on R&B style music (Traditionally -- Rhythm and Blues but today is often used to describe African – American music) which combines Pop, Soul, Funk and Hip Hop. The children will learn the song – Let Your Spirit Fly. They will use this song to compare against other songs of a similar style. The children will learn about key artists which will include Kenneth Alford, Lionel Bart (Oliver!), Marvin Gaye and Barry White.
<b>Vocabulary</b>	R&B, Pop, Soul, Hip Hop, pulse, rhythm, pitch, intro, verse, chorus, instruments, melody
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To compare 'Let Your Spirit Fly' with other songs of the same style.</li> <li>• To know the style indicators of R&amp;B music.</li> <li>• To understand how a song is put together e.g. Intro, Verse and Chorus.</li> <li>• To find the pulse in this song and compare to rhythm.</li> <li>• Listen to rhythm and clap back, copying short phrases based on words. Create your own rhythms.</li> <li>• To learn to sing 'Let You Spirit Fly'</li> <li>• To play musical instruments with the song.</li> <li>• To improvise with the song using clapping, singing and playing instruments using notes C and D</li> <li>• To compose with the song (using 2 notes – C, D, E) Learn the names of the notes.</li> <li>• Learn about ways of recording your compositions.</li> <li>• To perform the song – Let Your Spirit Fly</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Complete KWL Grids to assess children's prior knowledge and progress.</li> <li>• Listening to other songs from the same style.</li> <li>• Improvise and Compose</li> <li>• Singing in unison</li> <li>• Final Performance (and discuss what a performance is)</li> <li>• Film the children's final performance</li> </ul>

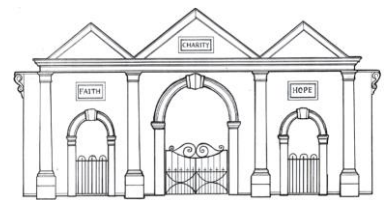


<b>Title</b>	<b>Hands, Feet and Heart</b>
<b>Overview</b>	This unit of work will provide the children with the opportunity to learn about South African music. They will spend six weeks learning one song 'Hands, Feet and Heart' in depth and will compare to other styles of African music and learning the style indicators of the song. The children will listen to and appraise the song, discussing how the music makes them feel and explaining their thoughts about the song, using correct musical vocabulary. The children will complete a range of musical activities that include vocal games, learning to sing the song, play accompanying instruments and improvising with the song. The children will have the opportunity to compose work together to perform the song.
<b>Vocabulary</b>	Pulse, Rhythm, Pitch, Tempo, Dynamics, Listen, Appraise, Improve, Compose, Perform
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To learn to play notes E, F, G, A, B and C.</li> <li>• To identify the main parts of the song (e.g. chorus, verse).</li> <li>• To discuss how the music makes them feel and be able to explain whether they like the song and why.</li> <li>• To listen to and make comparisons between songs and styles of music, using correct musical vocabulary.</li> <li>• To confidently sing with an awareness of being 'in tune.'</li> <li>• To understand the importance of warming up your voice.</li> <li>• To improvise using their voice and tuned instruments with consideration to the rhythm of the song.</li> <li>• To understand that unison means everyone singing at the same time.</li> <li>• To understand that music created can be kept in some form (e.g. symbols, audio).</li> <li>• To perform the song to an audience.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• To talk about the songs and how they make them feel.</li> <li>• To know the style indicators of African music.</li> <li>• Teach the children the importance of warming up their voice when singing.</li> <li>• To improvise and compose using their voice and glockenspiels.</li> <li>• To record their composition in some way (e.g. symbols).</li> <li>• Record the children's performance.</li> </ul>





<b>Title</b>	<b>Three Little Birds</b>
<b>Overview</b>	In this unit, the children's learning will be focused around Reggae music, specifically the song 'Three Little Birds' by Bob Marley. They will listen and appraise other songs in the same style and will learn about the key elements of Reggae music (e.g. laid-back style). The children will learn one key song and use this to improvise and compose.
<b>Vocabulary</b>	Reggae, pulse, rhythm, pitch, instruments, melody, improvise, compose
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To enjoy moving to the music in different ways.</li> <li>• To learn the song – Three Little Birds by Bob Marley</li> <li>• To play musical instruments along with the song and name the instruments.</li> <li>• To listen and appraise other reggae style songs. Know some songs tell stories.</li> <li>• To find similarities and differences between songs, like different styles of singing/rapping, the pitch of the notes sung.</li> <li>• To learn to play the notes G and C (easy) and B and C (Medium)</li> <li>• To improvise with the song using notes C and D and discuss improvisation.</li> <li>• To compose with the song using 3 notes – C, D and E and discuss composition.</li> <li>• To perform Three Little Birds.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Complete KWL Grids to assess children's prior knowledge and progress.</li> <li>• To learn where (countries) Reggae music originated from.</li> <li>• To learn about Bob Marley.</li> <li>• Listening to other songs from the same style.</li> <li>• Improvise and Compose</li> <li>• Final Performance</li> <li>• Film the children's final performance and review it.</li> </ul>



## Barn Owls – Year 4/5

<b>Title</b>	<b>Mamma Mia</b>
<b>Overview</b>	The aim of this topic is to learn listen and appraise a range of Abba pop songs including Dancing Queen, Winner Takes It All, Waterloo and more. We will discuss the key features of this genre and compare with other genres we have studied. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress throughout the topic.
<b>Vocabulary</b>	Pop, hook, introduction, pre-chorus, chorus, verse, instruments, pitch, tempo
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To learn a song, using choreograph/movement to help me remember it and identifying the pulse.</li> <li>• Understand some of the style indicators linked to this genre</li> <li>• Compare to other genres and discuss how the songs make you feel, listening to others' ideas.</li> <li>• Use instruments to create an ensemble that engages the audience (recorder and glockenspiel)</li> <li>• Listen to rhythm and copy back, using instruments. Use the notes G, A, B.</li> <li>• To perform composition within the song.</li> <li>• To prepare for the end-of-unit performance.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Warm Up Games (including vocal warm ups)</li> <li>• Sing and listen back, then copy with instruments.</li> <li>• Flexible Games (optional extension work)</li> <li>• Learn to sing the song</li> <li>• Play instruments with the song and improvise with the song.</li> <li>• Compose with the Song</li> <li>• Comparing songs from the same genre looking for similarities and differences.</li> </ul>



<b>Title</b>	<b>Classroom Jazz</b>
<b>Overview</b>	The learning in this unit will be based around two songs 'Three Note Bossa,' and 'The Five Note Swing.' The children will listen to and appraise the music, discussing the main features, as well as similarities and differences to other genres, continuing to build upon their musical vocabulary. Children will learn to play the melody and then improvise to create their own. Finally, children will have the opportunity to perform their improvisations either as a solo or as part of a group performance.
<b>Vocabulary</b>	Texture, Dynamics, Tempo, Rhythm, Pitch, Structure, Bossa Nova, Swing, Introduction, Chorus, Bridge, Verse, Pulse, Improve, Tune/head
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To learn to play notes B, A and G (Bossa Nova) and D, E, G, A and B (Swing)</li> <li>• To listen and appraise, discussing similarities and differences using correct musical vocabulary.</li> <li>• To know and recognise the main sections of a piece of music e.g. (introduction, verse, chorus, bridge).</li> <li>• To name the instruments used in a piece of music and recognise which instruments could be used in a band or orchestra.</li> <li>• To carefully consider the notes they use when improvising (e.g. using two notes confidently is better than using five.)</li> <li>• To know some well-known improvising musicians.</li> <li>• To begin to understand the chronology of music styles.</li> <li>• To understand the historical context of the music.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Learn to play the 8 bar tune/head melody.</li> <li>• Discuss the piece of music encouraging children to use previously learnt musical vocabulary, while focusing on the instruments used and inter related dimensions of the music.</li> <li>• To use the notes of the tune/head to improvise a new melody.</li> <li>• Create a timeline showing when Jazz was popular and the discuss the historical context of Jazz.</li> <li>• Record and evaluate performances.</li> </ul>



<b>Title</b>	<b>Lean On Me</b>
<b>Overview</b>	The aim of this topic is to learn listen and appraise a range of soul and gospel-based songs. These will include He Still Loves Me by Walter Williams and Beyoncé, Shackles by Mary Mary, Amazing Grace by Elvis Presley and many more. We will discuss the key features of this genre and compare with hip hop and rock. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress throughout the topic.
<b>Vocabulary</b>	Rhythm, pulse, tempo, pitch, thickness, texture, dynamics, ballad, instruments, genre, vocals, backing vocals.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To learn a song, using choreography/movement to help me remember it.</li> <li>• To listen to others and watch a leader to keep in tune and in time.</li> <li>• To understand some of the style indicators linked to this genre.</li> <li>• To know a choir is a group of singers and a conductor is a musical leader. Discuss unison (singing together).</li> <li>• Compare to other genres</li> <li>• To use classroom instruments to create an ensemble that engages the audience.</li> <li>• To listen to rhythm and copy back with instruments, using the notes G, A and B.</li> <li>• To create an 8-bar composition for your group to play with block notation or formal notation. Decide on a suitable way to record the composition.</li> <li>• To perform composition within the song.</li> <li>• Prepare for the end-of-unit performance.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Warm up games that allow children to have fun while exploring the rhythm and pitch. Know the difference between pulse (steady beat) and rhythm. Clap back and create your own rhythms.</li> <li>• Learning to sing the song. Discuss the need to warm up your voice and a comfortable singing position.</li> <li>• Sing and listen back, then copy with instruments. Listen and play back your own musical answer.</li> <li>• Add movement to the song to express how it makes you feel.</li> <li>• Rehearse the instrumental parts and play these when singing the song (recorder and glockenspiel).</li> <li>• Compose your own piece of music to play within the performance (up to 3 notes).</li> <li>• Sing and play clearly with confidence in the performance. Decide best position to sit/stand.</li> <li>• Record your performance and evaluate it.</li> <li>• Comparing songs from the same genre looking for similarities and differences.</li> </ul>



<b>Title</b>	<b>Dancing in the Street</b>
<b>Overview</b>	The aim of this topic is to learn, listen to and appraise 'Dancing in the Street,' a Motown song from the 1960s. The children will appraise other Motown songs, including I Heard it through the Grapevine by Marvin Gaye, You are the Sunshine of my Life by Stevie Wonder, and Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell. The children will use a variety of musical activities including vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and evaluate our performance.
<b>Vocabulary</b>	Pulse, Rhythm, Pitch, Tempo, Texture, Dynamics, Timbre, Listen, Appraise, Compose, Improvise, Perform, Motown, quavers, rests.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To learn to play notes F, G, A and D.</li> <li>• To identify the pulse of the song and move to it with ease.</li> <li>• To use classroom instruments to create an ensemble that engages the audience.</li> <li>• To understand some of the style indicators linked to this genre and compare to other genres.</li> <li>• To consider the message of songs, showing respect to others' views and opinions.</li> <li>• To confidently sing songs with an awareness of being 'in tune.'</li> <li>• To know that songs include different ways of using your voice (e.g. rapping.)</li> <li>• To explore singing solo as well as in unison as a group.</li> <li>• To learn the names of the notes; including quavers and rests.</li> <li>• To rehearse and perform their part in the context of the song.</li> <li>• To begin to understand the chronology of music styles.</li> <li>• To understand the historical context of the music.</li> <li>• To plan, perform and record a composition. To evaluate their performance.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Appraise songs.</li> <li>• Make comparisons between songs – texture, dynamics, tempo, rhythm, pitch and timbre</li> <li>• Sing the song Dancing in the Street</li> <li>• Discuss different ways of recording compositions.</li> <li>• Compose a short part of a song, using up to 3 notes. Write it down so you can remember it or change it.</li> <li>• Perform the song (singing and playing instruments.)</li> <li>• Record and evaluate own performance.</li> </ul>



## Otters – Year 6

<b>Title</b>	<b>You've Got a Friend</b>
<b>Overview</b>	In this unit of work, the children will learn the song You've Got a Friend by Carole King. They will learn the lyrics to the song as well as learning how to play the recorder and tin whistle accompaniment to the song. Within this unit, the children will appraise the song, reflecting on how it makes them feel and what they like about the song. They will also learn the structure and composition of You've Got a Friend – the children will be able to describe this using correct language. As well as listening to You've Got a Friend, the children will also be listening to and appraising other songs by Carole King such as The Loco-Motion, One Fine Day and Up On the Roof. They will make comparisons between these songs.
<b>Vocabulary</b>	Pulse, dimensions, rhythm, pitch, tempo, dynamics, texture, structure, A Capella, appraising, bridge, riff, chorus, verse, lyrics, ballad
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To compare You've Got a Friend with other songs by Carole King. Discuss when and why they were written.</li> <li>• To be able to find the pulse of a song</li> <li>• To be able to describe the rhythm and tone of a song</li> <li>• To learn to sing You've Got a Friend</li> <li>• To learn to play the recorder and tin whistle to the song You've Got a Friend</li> <li>• To improvise with the song by clapping the riffs or playing them on the recorder or tin whistle</li> <li>• To compose a riff to play to the song You've Got a Friend, using notes E, G, A, C and D.</li> <li>• To perform You've Got a Friend</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Start each session by listening and appraising You've Got a Friend or another song by Carole King/a song of a similar style. What instruments are used?</li> <li>• Make comparisons between the different songs and identify structure.</li> <li>• Sing the song You've Got a Friend. Discuss importance of warming up voice and having good posture. Be aware of others to be in tune and in time.</li> <li>• Learn to play the recorder/tin whistle to the song</li> <li>• Improvise and then compose a new riff to play to the song You've Got a Friend</li> <li>• Discuss composition – what it is, what elements you need to consider, how you could record it (notation)</li> <li>• Perform the song (singing and playing instruments)</li> <li>• Discuss what makes a good performance.</li> </ul>



Title	<b>Happy</b>
Overview	In this unit, the children will study the song Happy by Pharrell Williams. They will learn about the genres of Pop and Motown. The children will think about the emotions that songs can make you feel and will appraise other Pop songs about being happy, such as Top of the World by The Carpenters and Walking on Sunshine by Katrina and The Waves. The children will build on their knowledge of musical terms such as pulse, rhythm and tone and will play different games to help them identify these in different songs. After learning to sing the song, the children will learn how to play the glockenspiels to the song. Finally, they will have a go at composing their own riff for the song using their instrument.
Vocabulary	Pulse, dimensions, rhythm, pitch, tempo, dynamics, texture, structure, A Capella, appraising, bridge, riff, chorus, verse, lyrics, Motown, pop
Key Learning Objectives	<ul style="list-style-type: none"> <li>• To compare Happy to other Pop and Motown songs – compare lyrics meanings and link.</li> <li>• To know the style indicators of Pop and Motown music and link to historical context.</li> <li>• To compare Happy to other songs about being happy</li> <li>• Use musical words to describe songs and listen respectfully to others.</li> <li>• To be find the pulse of a song</li> <li>• To be able to describe the rhythm and tone of songs and how the musical elements work together.</li> <li>• To learn to sing the song, Happy</li> <li>• To play the glockenspiels to the song Happy</li> <li>• To compose a riff to play to the song, using notes A, G, B, C and E</li> <li>• To perform the song Happy – both singing and playing musical accompaniment</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>• Start each session by appraising either Happy, other Pop/Motown songs and other songs about being happy</li> <li>• Make comparisons between different songs – texture, dynamics, tempo, rhythm, pitch, timbre.</li> <li>• Copy back rhythms and invent rhythms as part of musical question and answer, keeping the pulse.</li> <li>• Sing the song Happy</li> <li>• Learn to play the glockenspiels to the song, Happy</li> <li>• Compose a new riff to the play to the song Happy</li> <li>• Discuss different ways of writing music down.</li> <li>• Perform the song (singing and playing instruments)</li> <li>• Record and evaluate own performance.</li> </ul>