

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

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

The children can

- Describe the style indicators of the song/music.
- Describe the structure of the song.
- Identify the instruments/voices they can hear.
- Talk about the musical dimensions used in the song.

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.

Bronze Challenge: A.

Silver Challenge: A + G and reading notes.

Gold Challenge: A, G + B and reading notes.

Singing in two parts.

Play instrumental parts accurately and in time as part of the performance.

The easy part: A + G by ear **and from notation.**

The medium part: A, G + B by ear **and from notation.**

The harder part: G, A, B, C, D + E by ear **and from notation.**

Improvise in the lessons and as part of the performance.

Bronze Challenge: A.

Silver Challenge: A + G.

Gold Challenge: A, G + B.

Compose a melody using simple rhythms and use as part of the performance.

Using the notes: A, G + B.

Using the notes: C, E, G, A + B.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Teacher's Notes



Theme: Being happy!

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

What are the 'style indicators' of this song?

Instruments used etc.? Refer to the Knowledge & Skills documents provided.

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**

Teacher Assessment – Classroom Jazz 2 – Year 6, Unit 2

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: Bacharach Anorak and Meet The Blues

The children can

- Describe the style indicators of the song/music.
- Describe the structure of the song.
- Identify the instruments/voices they can hear.
- Talk about the musical dimensions used in the songs.

2 – Musical Activities using glocks and/or recorders

The children can:

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).

Improvise in Bacharach Anorak using the notes:

C, D.

C, D, E.

C, D, E, F, G.

C, D, E, F, G, A, B + C.

Improvise in a Blues style using the notes:

C.

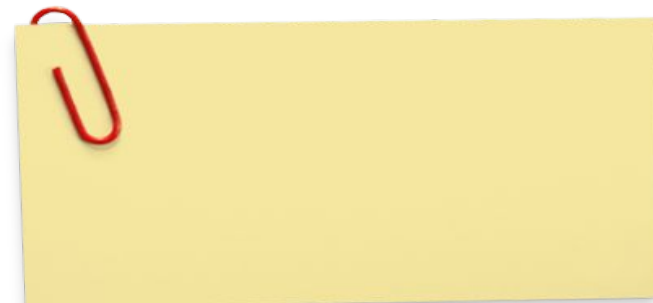
C, Bb, G.

C, Bb, G, F + C.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Teacher's Notes



Theme: Jazz, improvisation and composition.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

What are the 'style indicators' of this song?

Instruments used etc.? Refer to the Knowledge & Skills documents provided.

Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**

Teacher Assessment – A New Year Carol – Year 6, Unit 3

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: A New Year Carol (The music of Benjamin Britten)

The children can:

- Describe the style indicators of the song/music.
- Describe the structure of the song.
- Identify the instruments/voices they can hear.
- Talk about the musical dimensions used in the song.
- **Describe the mood and story told?**

2 – Musical Activities using glocks and/or recorders.

Warm-up Games Pulse, rhythm and pitch games:

- Learn to clap some of the the rhythms used in the song.
- Learn some musical phrases that you will sing in the song.

Did you try the extension rhythm and pitch game?

Singing in unison. Sing the song in its original style and the Urban Gospel version.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Teacher's Notes



Themes: Benjamin Britten's music and cover versions.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

What are the 'style indicators' of this song?
Instruments used etc.? Refer to the Knowledge & Skills documents provided.

Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**

Teacher Assessment – You’ve Got A Friend – Year 6, Unit 4

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: You’ve Got A Friend (The music of Carole King)

The children can:

Describe the style indicators of the song/music.

- Describe the structure of the song.
- Identify the instruments/voices they can hear.
- Talk about the musical dimensions used in the song.

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up games Rhythm and Pitch Copy Back, and Question and Answer.

Bronze Challenge: A.

Silver Challenge: A + G and reading notes.

Gold Challenge: A, G + E and reading notes.

Singing in unison.

Play instrumental parts accurately and in time as part of the performance.

The easy part: G, A + B by ear **and from notation.**

The medium part: C, D, E + F by ear and from notation.

The harder part: D, E, F, G, A, B + C by ear and from notation.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Teacher’s Notes



Theme: The music of Carole King.

Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.

What are the ‘style indicators’ of this song?

Instruments used etc.? Refer to the Knowledge & Skills documents provided.

Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**