


Caroline Haslett Primary School - Music		
Unit 3 Music Style: Western Classical	Year 6	Benjamin Britten – A New Year Carol
<b>Knowledge – What I will know at the end of the unit.</b> <b>Sing:</b> To know how to sing in unison, the solo, lead vocal, backing vocals or rap. <b>Play:</b> To know different ways of writing music down – e.g. staff notation, symbols. <b>Improvise:</b> To know that using one, two or three notes confidently is better than using five <b>Compose:</b> To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. <b>Perform:</b> To know that you must sing or rap the words clearly and play with confidence.		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• <b>Compose</b> – create and develop musical ideas and ‘fix’ them</li> <li>• <b>Cover</b> – a version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.</li> <li>• <b>Dimensions of Music</b> – the ways in which sound can describe.</li> <li>• <b>Dynamics</b> – how loud or quiet something is.</li> <li>• <b>Improvise</b> – to make up a tune and play it on the spot.</li> <li>• <b>Melody</b> – another name for tune.</li> <li>• <b>Ostinato</b> – a short repeated rhythmic or melodic pattern</li> <li>• <b>Phrase</b> – a part of the melody like a musical sentence.</li> <li>• <b>Pitch</b> – the range of high and low sounds within music.</li> <li>• <b>Pulse</b> – the heartbeat or steady beat of a song/piece of music.</li> <li>• <b>Rhythm</b> – the combination of long and short sounds to make patterns.</li> <li>• <b>Structure/form/shape</b> – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece.</li> <li>• <b>Tempo</b> – describes how fast or slowly the music is played.</li> <li>• <b>Texture</b> – a musical dimension that describes the layers of sound in music.</li> <li>• <b>Timbre</b> – a musical dimension that describes the quality and character of the sound of the instruments used.</li> <li>• <b>Unison</b> – everyone plays or sings the same music at the same time.</li> <li>• <b>Urban Gospel</b> – modern music that is Christian usually sung with rich harmony and often with a call and response structure.</li> </ul>
		
<b>Activities</b> <ul style="list-style-type: none"> <li>• <b>Pulse, rhythm and pitch games:</b> <ul style="list-style-type: none"> <li>○ Learn to clap some of the rhythms used in the song</li> <li>○ Learn some musical</li> </ul> </li> <li>• <b>Singing</b> <ul style="list-style-type: none"> <li>○ In unison. Sing the song in its original style, and the Urban Gospel version.</li> </ul> </li> <li>• <b>Perform</b> <ul style="list-style-type: none"> <li>○ The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions</li> </ul> </li> </ul>		

**Skills**

- **Sing:** To follow a leader when singing.
- **Play:** Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- **Improvise:** Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
- **Compose:** Explain the keynote or home note and the structure of the melody.
- **Perform:** To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Through the year, knowledge and skills are built on and practised to consolidate and improve.