


## Caroline Haslett Primary School - Music

Unit 5 Music Style: Various	Year 6	Music and Me
<p><b>Knowledge – What I will know at the end of the unit.</b></p> <p><b>Sing:</b> To know about the style of the songs so you can represent the feeling and context to your audience</p> <p><b>Play:</b> To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p><b>Improvise:</b> To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</p> <p><b>Compose:</b> To recognise the connection between sound and symbol</p> <p><b>Perform:</b> To know that a performance is planned and different for each occasion</p> 		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Acoustic Music</b> – music made without electronic means.</li> <li>• <b>DJing</b> – playing music using mixing decks and / or DJing software.</li> <li>• <b>Electronic Music</b> – music made using electronic means or devices.</li> <li>• <b>Gender</b> – type (often used to describe how masculine or feminine people are)</li> <li>• <b>Lyrics</b> – the words of a song</li> <li>• <b>Producer</b> – someone who manages the sound recording and production of a band or performer's music.</li> <li>• <b>Racism</b> – treating people differently in a negative way based on their race.</li> <li>• <b>Rap</b> – a vocal technique in which the performer speaks rhythmically against a steady beat.</li> <li>• <b>Turntables</b> – (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.</li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• You will write your own music using 'Music and Me' ('Identity') as your theme. From the list below, which options and which tools did you choose? Did you work alone? Or in a group? <ul style="list-style-type: none"> <li>○ Which 'beat' did you use?</li> <li>○ Music Explorer</li> <li>○ An instrument</li> <li>○ Write a rap</li> <li>○ Write lyrics for a song</li> <li>○ Use 'Quickbeats'</li> <li>○ A combination of the above</li> <li>○ Interview each other</li> </ul> </li> <li>• <b>Perform</b> <ul style="list-style-type: none"> <li>○ Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance? Record the performance and talk about it afterwards.</li> </ul> </li> </ul>		
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Sing:</b> To listen to each other and be aware of how you fit into the group</li> <li>• <b>Play:</b> To listen to and follow musical instructions from a leader.</li> <li>• <b>Improvise:</b> 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.</li> <li>• <b>Compose:</b> Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• <b>Perform:</b> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul> <p>Through the year, knowledge and skills are built on and practised to consolidate and improve.</p>		