



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 6
Autumn Term 1 - Happy



<u>Overview of Unit of Work</u>	In this unit, pupils will learn about the Pop/Neo soul genre of music through focussing on the pop song 'Happy' by Pharrell Williams. They will listen to and appraise a range of songs around the theme of happiness including 'Top of the World', 'Don't Worry, Be Happy' and 'Walking on Sunshine'. They will continue to build on their knowledge of the interrelated dimensions of music through a range of interactive musical games focussing on rhythms, pitch and question and answer. They will also explore a variety of vocal warm ups and breathing techniques. They will understand and explore how a piece of music is written, performed and can be changed or altered in different ways.
<u>Vocabulary</u>	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
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that Happy is a song written, produced and performed by Pharrell Williams. - Know that Happy is a pop song with a soul music sound and groove similar to that of the 1960s and like a Motown song. It includes classic soul instruments - keyboard, bass and drums. - Know some of the style indicators of pop/neo soul style.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. • Texture - layers of sound. Layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending. • Notation - the link between sound and symbol.
<u>Prior learning and Vocabulary</u>	Year 5 - Livin' On A Prayer - Autumn 1 (80s music style) Ongoing musical appreciation
<u>Post Learning</u>	Year 6 - Autumn 2, Spring and Summer Term Units



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 6
Autumn Term 2 - Classroom Jazz 2



<u>Overview of Unit of Work</u>	This unit will revisit/review about the origins and influence of Jazz from the Year 5 module 'Classroom Jazz 1' and build upon this knowledge. Pupils will listen to and appraise a variety of pieces including Take The 'A' Train by Duke Ellington, Speaking My Peace by H. Parlan, and Back 'O'Town Blues by Earl Hines. Pupils will learn about key jazz musicians and discuss and identify the style indicators of Jazz. They will develop their playing skills and improvise and compose in a blues style and jazz style.
<u>Vocabulary</u>	blues, jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that Blues is a style of music originating in the deep south of America and is considered to be an ancestor of Jazz. - Know that Jazz is a musical genre that can be characterised improvisations, syncopations and swing. - Know Blues music is usually in 12 bar sections. - Know that the use of 'blue' notes helps express sadness in a song. - Know that improvisation is making a tune up and playing in on the spot. There is an assumption it can never be recreated. - Know that the notes of the C major scale are C, D, E, F, G, A, B and C.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. • Texture - layers of sound. Layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending. • Notation - the link between sound and symbol.
<u>Prior learning and Vocabulary</u>	Year 5 - Autumn 2 Classroom Jazz 1 Other units involving improvisation Year 6 - Autumn 1
<u>Post Learning</u>	Year 6 - Spring and Summer Units Other units involving improvisation.



Crofton Junior School - Music

Curriculum Knowledge Organiser - Year 6

Spring Term 1 - Benjamin Britten - A New Year Carol



<p><u>Overview of Unit of Work</u></p>	<p>In this unit, children's learning is focussed around the song 'A New Year Carol' by Benjamin Britten. Pupils will listen to and appraise other songs by Benjamin Britten and also cover versions of them including a Bhangra style, an African Jazz style and Urban Gospel. They will learn a variety of breathing techniques and learn to sing, play and perform different versions of the song.</p>
<p><u>Vocabulary</u></p>	<p>melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban, gospel</p>
<p><u>Sticky Knowledge</u></p>	<ul style="list-style-type: none"> - Know that a cover version is a different version of an original song by another artist/group. - Know that that other artists have covered the work of Benjamin Britten giving it a different feel. - Know that urban gospel music is Christian and is usually sung with rich harmony and often with a call and response structure. It uses elements of Soul, Hip Hop, Funk, Jazz and RnB. - Know that Bhangra is a popular style of Indian music combining Punjabi and Indian music with Western pop music. It also fuses together its sounds with Hip Hop and RnB.
<p><u>Interrelated dimensions of music</u></p>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. • Texture - layers of sound. Layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending. • Notation - the link between sound and symbol.
<p><u>Prior learning and Vocabulary</u></p>	<p>Year 4 - Spring 2 - Lean on Me (gospel) Year 5 - Autumn Term Units KS1 - Bhangra style</p>
<p><u>Post Learning</u></p>	<p>Other Y6 units</p>



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 6
Spring Term 2 - You've Got A Friend



<u>Overview of Unit of Work</u>	In this unit of work, pupils will explore the song 'You've Got A Friend' by Carole King. They will listen and appraise a range of songs by Carole King and also examine different versions of the same song performed by different artists. Pupils will continue to learn about breathing techniques and correct posture and alignment for singing. Through a variety of musical, interactive games pupils will continue to develop their skills of the interrelated dimensions of music such as pitch, rhythm and pulse. Pupils will also learn musical riffs which can be incorporated into their own composition and improvisation skills.
<u>Vocabulary</u>	melody, compose, improvise, cover, pulse rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimension of music, hook, riff, solo, civil rights, equality, unison, harmony
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that Carole King was a highly successful American female songwriter / musician. - Know that her songs have been covered and performed by many influential artists/groups. - Know that a cover version is a version of a song performed by someone other than the original artists and it might sound a little or very different from the original. - Know that a ballad is a gentle love song.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. • Texture - layers of sound. Layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending. • Notation - the link between sound and symbol.
<u>Prior learning and Vocabulary</u>	Year 5 - Spring 1 - Make You Feel My Love
<u>Post Learning</u>	Other Year 6 units



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 6
Summer Term 1 - Music & Me



<u>Overview of Unit of Work</u>	In this unit of work, children will learn about inspirational women working in music. Pupils will listen to and appraise music from four different inspirational female artists and gain an understanding of their work, style and how they express themselves. Pupils will participate in a range of vocal warm ups and breathing exercises. Pupils will explore the concept of identify with gender in reference to social and cultural differences. They will watch videos about these artists to help them understand how they create their own music. This will help pupils to create their own music using 'Music and Me - identify- as a theme. They will make decisions about their music making and compositions and perform and evaluate their performances.
<u>Vocabulary</u>	Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> - Know that gender can influence music and song writing. - Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. - Know that turntables (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.
<u>Interrelated dimensions of music</u>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; its steady beat. • Rhythm - long and short sounds or patterns that happen over the pulse. • Pitch - high and low sounds. • Tempo - the speed of the music; fast or slow or in-between. • Dynamics - how loud or quiet the music is. • Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. • Texture - layers of sound. Layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending. • Notation - the link between sound and symbol.
<u>Prior learning and Vocabulary</u>	Year 5 units
<u>Post Learning</u>	Year 6 - Summer Term Units



Crofton Junior School - Music
Curriculum Knowledge Organiser - Year 6
Summer Term 2 - Reflect, Rewind and Replay



<u>Overview of Unit of Work</u>	<p>This unit of work consolidates the learning that has occurred throughout Year 6. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Pupils will continue to embed the foundations of interrelated dimensions of music using voices and instruments. They will listen and appraise different pieces of music, sing, play instruments and compose a short piece of music. They will learn about composers such as Jean Baptiste Lully, Mozart, Schubert, Hindemith and Nitin Sawhney and the work they produced. They will share and perform the learning that has taken place throughout the year.</p> <p>At the end of the summer term, the children will demonstrate their singing and playing skills in the whole school 'Singing Showcase' performance.</p>
<u>Vocabulary</u>	See previous units
<u>Sticky Knowledge</u>	See previous units
<u>Prior learning and Vocabulary</u>	All Year 6 units
<u>Post Learning</u>	KS3