



## Music Year 6 Unit 4 – You've Got A Friend

Key Knowledge	Key Skills	Key Vocabulary ( with definitions)	Key Questions
<p><b>Theme:</b> The music of Carole King.</p> <p><b>Facts/info:</b></p> <ul style="list-style-type: none"><li>You've Got a Friend was a song written by Carole King in 1971.</li><li>It was first recorded by Carole and featured on her famous album, Tapestry.</li><li>In the 1960s, Carole King was employed to write Pop songs for artists to perform.</li></ul> <p><b>Listen to five other songs written by Carole King:</b></p> <ul style="list-style-type: none"><li>The Loco-Motion sung by Little Eva.</li><li>One Fine Day sung by The Chiffons.</li><li>Up On the Roof sung by The Drifters.</li><li>Will You Still Love Me Tomorrow?</li><li>(You Make Me Feel Like) A Natural Woman sung by Carole King.</li></ul>	<p>Describe the style indicators of the song/music.</p> <p>Describe the structure of the song.</p> <p>Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Play and copy back using up to 3 notes – A, G + E.</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or notation. Use up to 4 notes B, A + G and C, D, E + F.</p> <p>Improvise using up to 3 notes – A, G + E.</p> <p>Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A + D.</p>	<p><b>Melody</b> – Another name for tune.</p> <p><b>Compose</b> – Creating and developing musical ideas and 'fixing' them.</p> <p><b>Improvise</b> – To make up a tune and play it on the spot. There is an assumption that it can never be recreated.</p> <p><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.</p> <p><b>Pulse</b> – the regular heartbeat of the music; its steady beat.</p> <p><b>Rhythm</b> – long and short sounds or patterns that happen over the pulse.</p> <p><b>Pitch</b> – high and low sounds.</p> <p><b>Tempo</b> – the speed of the music; fast or slow or in-between.</p> <p><b>Dynamics</b> – how loud or quiet the music is.</p> <p><b>Timbre</b> – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p><b>Texture</b> – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p><b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p><b>Hook</b> – A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.</p>	<p><b>Listen &amp; Appraise: You've Got A Friend</b></p> <p>What style indicators can you hear?</p> <p>Describe the structure?</p> <p>What instruments/voices can you hear?</p> <p>Describe the musical dimensions.</p> <p><b>What are the 'style indicators' of this song?</b></p> <p>Instruments used etc.?</p> <p><b>Reflection</b></p> <p>What did you like best about this unit? Why?</p> <p>Was there anything you didn't enjoy about it? Why?</p> <p>Do you have any strong thoughts or feelings you would like to share about it?</p> <p><b>Evaluate performance</b></p> <p>Was it carefully planned to suit the audience?</p> <p>Did you communicate ideas, thoughts and feelings about the song/music?</p> <p>Discuss and talk musically about it.</p> <p>What went well?</p> <p>What could have been better?</p>



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		<p><b>Riff</b> – A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.</p> <p><b>Solo</b> – An Italian word to describe playing, singing or performing of one person or on our own.</p> <p><b>Civil rights</b> – the rights of citizens to political and social freedom and equality.</p> <p><b>Gender equality</b> – the state in which access to rights or opportunities is unaffected by gender.</p> <p><b>Unison</b> – Everyone plays or sings the same music at the same time.</p> <p><b>Harmony - Different</b> notes sung or played at the same time to produce chords.</p>	
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### Outcome.

Children to perform in groups where they sing both vocal parts. Alongside this, the children must play the instrumental parts whilst singing. Children should be given the opportunity to improvise and compose a piece of music with the vocals of the song. They need to perform in groups and receive peer feedback based on the following – timing of vocals and instrumental, pitch and tone etc.