UKS2 Knowledge Mat – You've Got a Friend In Me

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

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or Recorders

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F.

Improvise using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.

Theme: The music of Carole King

Themes: Facts/info:

You've Got A Friend was a song written by Carole King in 1971. ● It was first recorded by Carole and featured on her famous album, Tapestry. ● In the 1960s, Carole King was employed to write pop songs for artists to perform.



Key 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

Listen to 5 other pieces of music:

- The Loco-Motion sung by Little Eva
- One Fine Day sung by The Chiffons
- Up On The Roof sung by The Drifters
- Will You Still Love Me Tomorrow
- (You Make Me Feel Like) A Natural Woman sung by Carole King

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?
Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.
The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

Reflection

What did you like best about this Unit? Why?

Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would like to share about it?

UKS2 Knowledge Mat – A New Year Carol

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

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

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 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

Decide how your class will introduce the performance. Perhaps add some choreography?

Tell your audience how you learnt this song and why.

Record the performance and talk about it afterwards.

Theme: Benjamin Britten's music and cover versions.



Key vocabulary:

Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel

Listen to other pieces of music:

- Listen to other songs by Britten and cover versions of them:
- ● I Mun Be Married on Sunday
- ● Fishing Song

Reflection

What did you like best about this Unit? Why? Was

there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you

would to share about it?

What cover version are there of this song?

UKS2 Knowledge Mat – Music and Me

1 – Listen & Appraise: music from four different inspirational female artists

What could you hear? Did you recognise any instrumental sounds or voices?

Did you like the music? Why? Or why not?

Did anything stand out to you about any of the pieces you listened to?

2- About the Artists

The videos will introduce each artist, who will talk about themself and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music.

How do they each go about creating music? How has creating music helped them to build their confidence? How do you know that making music and performing makes them happy? What do they say about themselves through their music?



3 – Create

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?

- **Which 'beat' did you use?**
- **Music Explorer**
- **An instrument**
- **Write a rap**
- **Write lyrics for a song**
- **Use 'Quickbeats'**
- **A combination of the above**
- **Interview each other**

4 – Perform, Share and Present

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.

Theme: Music and Me: Identity

Anna Meredith - Something Helpful. Anna is a British composer and performer of Electronic and Acoustic music.

Shiva Feshareki - O and V-A-C Moscow. Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.

Eska Mtungwazi - Heroes & Villains and Shades Of Blue. Eska is a London-born UK singer-songwriter and multi-instrumentalist.

Afrodeutsche - And! and The Middle Middle. Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.

Key vocabulary:

- Gender,
- racism,
- rap,
- lyrics,
- turntablist,
- DJing,
- producer,
- Electronic
- Acoustic music

Reflection

What are you most proud of about the music you have written?

Do you have any strong thoughts or feelings you would to share about it?

What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?