



# Music

Knowledge Organisers



# Year 3 Music - Autumn Term 2: Let Your Spirit Fly

In this unit, all the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

## I. Listen and Appraise

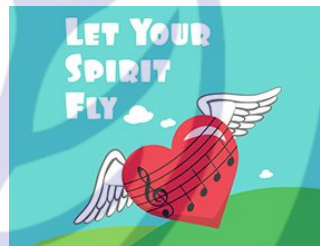
- Let Your Spirit Fly by Joanna Mangona
- Colonel Bogey March by Kenneth Alford
- Consider Yourself from the musical 'Oliver!'
- Ain't No Mountain High Enough by Marvin Gaye
- You're The First, The Last, My Everything by Barry White



How does music make me feel?

## 3. Perform and Share

- Introduction
- Verse
- Chorus
- Introduction
- Playing sections



## 2. Musical Activities

Singing

Play instrumental parts:

- Find the pulse
  - Rhythm Copy Back
  - Pitch Copy Back
- Improvise

Compose

backbeat

bass line

brass section

dynamics

groove

harmony

improvise

pitch

pulse

rhythm

tempo

texture



# Year 3 Music – Spring Term: Three Little Birds



Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

## I. Listen and Appraise

**Structure:** : Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

**Instruments/Voices:** : Bass, drums, electric guitar, keyboard, organ, male and backing vocals

**Find the pulse:** Dance, clap, sway, march, be an animal or a pop star.

**Themes:** Reggae

## What is Reggae music like?

## 3. Perform and 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.

## 2. Musical Activities

**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 3 notes – C, D + E. *Which part did you play?*

**Improvise** : using up to 3 notes – C, D + E. Bronze: C | Silver: C + D | Gold: C, D + E challenge. *Which challenge did you get to?*

**Compose:** e a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

bass	chorus	compose	drums	dynamics	electric guitar
improvise	melody	pitch	pulse	reggae	verse



# Year 3 Music – Summer Term 2: Bringing Us Together



Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.

## I. Listen and Appraise

**Find the pulse:** Dance, clap, sway, march, be an animal or a pop star.

**Instruments/Voices:** Keyboard, drums, bass, a female singer.

*Do the words of the song tell a story? Does the music create a story in your imagination? What story?*

**Themes:** Disco. Friendship, peace, hope, unity

How does disco music make you feel?

## 3. Perform and Share

Decide how you going to perform this song. It tells an important story.

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

## 2. Musical Activities

**Singing:** in two parts

**Play instrumental parts** : s with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G. *Which part did you play?*

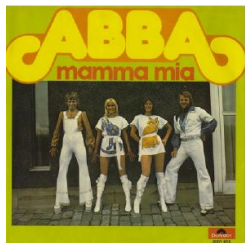
**Improvise** : using up to 2 notes – C + A. Bronze: C | Silver: C, and sometimes A | Gold: C + A challenge. *Which challenge did you get to?*

**Compose:** a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)

bass	compose	disco	drums	dynamics	imagination
improvise	melody	pentatonic scale	pitch	riff	tempo



# Year 4 Music - Autumn Term: Mama Mia



ABBA was a Swedish pop group formed in 1972. Other songs include: Dancing Queen, The Winner Takes It All, Waterloo, Super Trouper, Thank You For The Music

## I. Listen and Appraise

**Structure:** Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

**Instruments/voices you can hear:** Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

*Find the pulse as you are listening*

**Theme:** ABBA's Music (Pop)

What is the music of ABBA like?

## 3. Perform and Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves?

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

## 2. Musical Activities

**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 3 notes – G, A + B. *Which part did you play?*

**Improvise** : using up to 3 notes – G, A + B. Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. *Which challenge did you get to?*

**Compose:** a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

bass	compose	drums	dynamics	electric guitar	hook
improvise	melody	pentatonic scale	riff	solo	unison



# Year 4 Music – Spring Term: Lean On Me



Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics.

## 1. Listen and Appraise

**Structure:** Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.

**Instruments/voices you can hear:** Male vocal, backing vocal, piano, bass, drums, organ. Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.

## What is Soul/Gospel music like?

### 3. Perform and Share

Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

## 2. Musical Activities

**Warm-up games:** p lay and copy back using up to 2 notes – F + G. Bronze: no notes | Silver: F, sometimes G | Gold: F + G challenge. Which challenge did you get to?

**Improvise** using up to 3 notes – F, G + A. Bronze: F | Silver: F + G | Gold: F, G + A challenge. Which challenge did you get to?

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

Theme: Soul/Gospel Music

backbeat	bass line	brass section	dynamics	groove	harmony
improvise	pitch	pulse	rhythm	tempo	texture



# Year 4 Music - Summer Term 1: Blackbird



## THE BEATLES

The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr. In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement challenged this.

### 1. Listen and Appraise

**Themes:** Equality, civil rights.

**Instruments/Voices:** Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

*Do the words of the song tell a story? Does the music create a story in your imagination? What story?*

**Themes: equality, civil rights**

What does the song 'Blackbird' represent?

### 3. Perform and Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

### 2. Musical Activities

**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 3 notes – C, D + E. *Which part did you play?*

**Improvise** : using up to 3 notes – C, D + E. Bronze: C | Silver: C, and sometimes D | Gold: C, D + E challenge. *Which challenge did you get to?*

**Compose:** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).

acoustic guitar

birdsong

civil rights

compose

dynamics

equality

improvise

melody

pentatonic scale

pitch

pulse

unison



# Year 5 Music – Autumn Term: Livin' On A Prayer

**Overview:** Livin On A Prayer is a classic rock song from the 80s. Formed in 1983, Bon Jovi is an American rock band from New Jersey named after it's lead singer Jon Bon Jovi. The band became known for writing several rock anthems and achieved widespread recognition with their third album, which was released in 1986.



## 1. Listen and Appraise

**Structure:** verse 1, bridge, Chorus, verse 2, bridge, chorus, guitar solo, bridge, chorus

**Instruments/Voices:** drums, keyboard, bass guitar, electric guitar, talk box, male vocals,

Is the tempo fast, slow or inbetween? Dynamics? Texture?

What are the style indicators of rock music?



## 3. Perform and Share

The performance will include one or more of the following:  
*Improvisations • Instrumental performances • Compositions*

Theme: Rock



## 2. Musical Activities

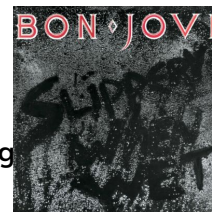
**Warm up games:** play and copy back, using up to 3 notes.

**Singing:** In unison.

**Play instrumental parts :** with song by error using notation.

**Improvise :** using up to 3 notes

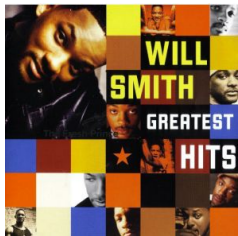
**Compose:** a simple melody using simple rhythms.



backbeat	bass line	brass section	dynamics	groove	harmony
improvise	pitch	pulse	rhythm	tempo	texture



# Year 5 Music – Spring Term: The Fresh Prince of Bel Air



The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.

## I. Listen and Appraise

**Structure:** Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending

**Instruments/Sounds:** Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

*Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?*

**Themes:** Old School Hip Hop

What is hip hop music like?

## 3. Perform and 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.

## 2. Musical Activities

**Singing:** rapping in unison.

**Play instrumental parts** : s with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A. *Which part did you play?*

**Improvise** : e using up to 3 notes – D, E + F. Bronze: D | Silver: D + E | Gold: D, E + F challenge. *Which challenge did you get to?*

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

backing loops	compose	cover	deck	dynamics	funk
hip hop	improvise	pulse	rhythm	synthesizer	scratching



# Year 5 Music - Summer Term: Dancing In The Street



Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.

## I. Listen and Appraise

**Structure:** Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

**Instruments/Voices:** Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

*Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?*

How would you describe Motown music?

## 3. Perform and Share

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

## 2. Musical Activities

**Singing:** In unison and with backing vocals

**Play instrumental parts :** Using up to 2 notes – F + G (complex rhythms). *Which part did you play?*

**Improvise :** Using up to 3 notes – D, E + F. Bronze: D | Silver: D + E | Gold: D, E + F challenge *Which challenge did you get to?*

**Compose:** A simple melody using simple rhythms choosing from the notes C, D, E, F + G

Theme: Motown

backbeat	bass line	brass section	dynamics	groove	harmony
improvise	pitch	pulse	rhythm	tempo	texture



# Year 6 Music - Autumn Term 1: Happy



Happy is a song written, produced and performed by Pharrell Williams. Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.

## 1. Listen and Appraise

What **style indicators** can you hear?

Describe the **structure** .

What **instruments/voices** can you hear?

Describe the **musical dimensions** .

Theme: Pop /  
Motown

How is the song 'Happy' influenced by Motown music?

## 3. Perform and 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.

## 2. Musical Activities

**Singing:** In two parts

**Play instrumental parts** : with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B. *Which part did you play?*

**Improvise** : e using up to 3 notes – A, G + B. Bronze: A | Silver: A + G | Gold: A, G + B challenge. *Which challenge did you get to?*

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

compose	cover	dimensions	dynamics	groove	improvise
Motown	pitch	producer	rhythm	style indicators	texture



# Year 6 Music – Spring Term: You’ve Got A Friend



You’ve Got A Friend was first recorded by Carole King and featured on her famous album, Tapestry. In the 1960s, King was employed to write pop songs for artists to perform.

## 1. Listen and Appraise

What is the music of Carole King like?

What **style indicators** can you hear?

Describe the **structure** .

What **instruments/voices** can you hear?

Describe the **musical dimensions** .

Theme: The music of Carole King

## 3. Perform and 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.

## 2. Musical Activities

**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. *Which part did you play?*

**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.

backbeat

bass line

brass section

dynamics

groove

harmony

notation

pitch

pulse

rhythm

structure

timbre



# Year 6 Music – Summer Term: Music and Me



Music and Me focuses on inspirational women working in music. It explores the concept of ‘identity’ – the various elements that shape us. In this unit we explore gender, with reference to social and cultural differences.

How can music express identity?

## 1. Listen and Appraise

*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 themselves 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.

## 3. Perform and Share

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.

## 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

Theme: Identity

acoustic	DJing	electronic	express	gender	identity
lyrics	melody	producer	racism	rap	turntablist