

ACET Junior Academies'

Scheme of Work for music

Year 6 Unit HT3.2: Leavers song.



unit:

al music unit that pupils will study at Key Stage 2 before moving onto Key Stage 3 music. The aim of this study is to con understanding of key features of musical devices they have studied across Key Stage 2 and consider how to use these e of music. Pupils will also be required to use their knowledge of previous units they have studied to explain inter-relate ow these enhance a piece. In this unit, pupils are also expected to explore and extend their musical ideas drawing on inf ces in order to produce a convincing and accurate performance.

ture

ctured around six sequential music enquiries:

- inning of the end?
- words impact the listener? - part 1.
- words impact the listener? - part 2.
- a backing track? That strikes a chord!
- we compose a melody? - Chorus.
- we compose a melody? - Verse.

National Curriculum objectives:

- Listen with attention to detail and recall sounds increasing aural memory.
- Appreciate and understand a wide range of high and recorded music drawn from different tradi from great composers and musicians.
- Use and understand staff and other musical not
- Improvise and compose music for a range of pur the inter-related dimensions in music.

- Play and perform in solo and ensemble contexts voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Links to previous and future National Curriculum units/ objectives

- The Mayan Rainforest - The Mayans (Y6 HT3 KS3)
- Improvise and compose; and extend and develop ideas by drawing on a range of musical structures, genres and traditions.
- Use staff and other relevant notations accurately in a range of musical styles, genres and traditions.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication: use of tonalities, different types of scales and musical devices.

Enquiry 1: The beginning of the end?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:
How a piece of music is being structured and	<p>Substantive knowledge: (What the children should know.) What makes a good song. The meaning of lyrics and how they make you feel. How tempo may reflect the mood of a song or piece of music. Whether the melody matches the lyrics and its effect on the listener. How the style and instrumentation reflects the mood of the lyrics.</p> <p>Second order concepts:</p>	<ul style="list-style-type: none"> • Listen and appraise songs, considering lyrics, melody, tempo and arrangement. <p>Key concepts: Lyrics Melody Tempo</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Evaluate a song considering lyrics, melody, tempo and arrangement?

	<p>(What students should understand)</p> <p>Appraise Interpretation</p>	Arrangement	
Activities:		Resources:	Useful links:
	<p>start by answering. 'What makes a good song?' They should think lyrics, tempo and the arrangement all of which can complement create a coherent overall effect. Explain that we are going to be 'Best leavers song' which needs to be bespoke to their experience at school which will see them writing lyrics and composing their own 'Best leavers song'. Can they think of any songs that would be 'Best leavers song'?</p> <p>Inform the children that they are going to listen to a variety of songs 'Best leavers songs' but they are going to listen as members of an 'Audience'. They need to decide which of the songs they would most likely win in the category 'Best leavers song of the year.' To make a fair competition children will need to listen out for key features in each song so they can compare them. Take time to talk to the children about the different features on their mark sheets, using these questions:</p> <p>Are the lyrics positive or negative or a mixture? Should the lyrics look forward or ahead to the future or both? How should they make you feel? Should they be repetitive and/or memorable?</p> <p>Does the tempo affect the feel of a song? Should this type of song be 'Best leavers' does it depend on the mood of the lyrics?</p> <p>Does it have a good melody? Should the melody match the mood of the lyrics? Should it be repetitive or memorable?</p>	<p>Take That - 'Never Forget' https://safeyoutube.net/w/U5ce</p> <p>Toy Story - 'You've got a friend in me: https://safeyoutube.net/w/W5ce</p> <p>The Beatles - 'With a little help from my friends' https://www.youtube.com/watch?v=0C58ttB2-Qg</p> <p>Adapted from 'Seven' by Lukas Graham - 'Once I was in Year 1' https://safeyoutube.net/w/b6ce</p> <p>S Club 7 - 'Reach' https://safeyoutube.net/w/c6ce</p> <p>Marksheet</p>	<p>Transition ideas: https://www.teachwire.net/news/activities-and-resources-for-pupils-leavers</p> <p>https://thirdspacelearning.com/blog/transition-for-year-6-transition/</p> <p>https://youngminds.org.uk/resources/find-your-feet-transition-for-year-6-pupils/</p>

Do all songs have the same style? Do all songs use the same instruments? Do the mood and instrumentation of the song reflect the mood of the lyrics?

Children of the following points:

Lyrics should reflect the feelings you want might have when listening to the song, whether happy or sad or both!

Tempo makes a song more energetic, so if your lyrics are sad, a slower tempo is probably more appropriate.

Melody should be catchy (memorable) and reflect the mood of the song.

Arrangement will add interest to and support the mood of the song by using appropriate instruments and effects. If it's a sad mood, it shouldn't be lots of banging drums and clashy cymbals!

Listen to the 5 songs selected. Ask the children to work in groups and rate each category (lyrics, tempo, melody, arrangement) out of 10, then add these up to give an overall score out of 40.

Write a short statement explaining their decision, imagining that they are giving it to the unsuccessful nominees after the awards ceremony.

One child said: "I liked the slow relaxed tempo of '?', and I thought that the lyrics were good, but the writer felt, but the tune wasn't really memorable - in fact, I've almost forgotten it!"

From the Mark Sheets from the groups, add up the results for each category and write the winner's name down and seal it in an envelope!

Finally, discuss with the children which song they think is going to win. Were there any features that all the songs had in common, e.g. a steady upbeat tempo positive lyrics, or were they all quite different?

ends ceremony, inviting a couple of children up to the front to
anner - remembering to pause dramatically for effect!

Enquiry 2: Do our words impact the listener? - Part 1.

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum links
<p>ve an w songs and how melody ts verall</p>	<p>Substantive knowledge: (What the children should know.) Appraise songs to evaluate how they are structured. How lyrics, tempo, melody and arrangements re important when composing a song. How to write lyrics for a chorus.</p> <p>Second order concepts: (What students should understand) Appraising Evaluating</p>	<ul style="list-style-type: none"> • Listening and appraising. • Evaluating how a structure of a song works. • Composing lyrics for a specific purpose. <p>Key concepts: Lyrics Tempo Melody Arrangement Rhyming Chorus Verse Structure Compose</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Listen to songs and identify how they are structured? - Identify how lyrics, tempo, melody and arrangements affect a song? - Write appropriate lyrics for a specific purpose considering structure of lines and rhymes. 	<p>Horis Vert</p>
<p>Activities:</p> <p>Discuss with the pupils what we are looking for in a successful</p> <p>ful lyrics iate tempo ble melody iate arrangement</p>		<p>Resources:</p> <p>Songs from previous session.</p> <p>Lyric writing skills sheet.</p> <p>Large sheets of paper.</p>	<p>Useful links:</p> <p>Friendship: https://www.youtube.com/watch?v=A</p> <p>https://www.youtube.com/watch?v=k</p> <p>https://www.youtube.com/watch?v=u0</p>	

to listen to three of the songs from last session (choose the
Ask them to write down repeating lyrics or phrases. Are there
you would like to use in your song?

Chorus

begin the process of creating their own leavers song by writing
us that will be repeated in between each verse of the song (see
skills sheet.) Explain to children that the words should capture
ings on leaving school, and will set the mood for the rest of the

ould expect a chorus to contain a sentiment of gratitude or
they have received from their time at school. It may express
ve had in their time with teachers, but it may also include some
dness for their leaving. Work as a class to bounce round some
have come up with a four-line chorus they are happy with.

ome of the lines rhyme - usually lines one and three as well as
ur, or possibly just lines three and four. Avoid having every
with the same rhyme! Write final chorus lyrics and save.

n - Verse Lyrics (10 mins)

ren that although they are going to be creating one class song,
be written in groups.

work together in their groups to share ideas that they could use
f the song. Aim to have between three and five groups, as this
ood number of verses to work with in the final song.

nclude a number of anecdotes or stories from their time across
such as:

os
through the years

<p>inations for secondary school es and ethos s made and moments shared.</p> <p>record their ideas on a large piece of paper.</p> <p>ould present their ideas to the class and then everyone agree ould go through to the verse writing stage.</p>		
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Enquiry 3: Do our words impact the listener? – Part 2.

Previous	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Cu
<p>ve a ne g, with relevant</p>	<p>Substantive knowledge: (What the children should know.) Appraise songs to evaluate how they are structured. How lyrics, tempo, melody and arrangements re important when composing a song. How to write lyrics for a verse.</p> <p>Second order concepts: (What students should understand) Appraising Evaluating Listening</p>	<ul style="list-style-type: none"> - Listening and appraising. - Evaluating how a structure of a song works. - Composing lyrics for a specific purpose. <p>Key concepts:</p> <p>Lyrics Tempo Melody Arrangement Rhyming Chorus Verse Structure Compose</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Listen to songs and identify how they are structured - i.e. chronology and repetition? - Identify how lyrics, tempo, melody and arrangements affect a song? - Write appropriate lyrics for a specific purpose considering structure of lines and rhymes. 	<p>Horiz Vert</p>
Activities:		Resources:	Useful links:	
<p>ls could listen to two of the leavers songs heard previously, ng on the story told in the lyrics. Is there a chronological a change of mood during the song? How does the song make ere an obvious way that the lyrics are arranged?</p> <p>Verse</p>		<p>Songs from previous session. Large sheets of paper.</p>	<p>Example 'leavers songs': https://www.youtube.com/watch?v https://www.youtube.com/watch?v=t=PLPYnJpgkYI-aviyC3fQij2EmbW&</p>	

Children will be working in their groups from session 2 and will be writing and writing an eight-line verse for the song.

In order to work structurally, all the verses need to have the same length. You could rhyme pairs of lines, alternate lines, or just rhyme the first and fourth, and five and eighth - so decide on this **before** the writing. Also use learning stops throughout to remind children of the structure (see musical skills sheet - Lyric writing.)

When they have finished, ask them to read their verses to the class. When one group is reading their verse, ask the rest of the class to give points of constructive feedback they think would improve the verse presented.

When a group has read their verse, give them time to make any changes in response to suggestions from their peers.

Discuss the concept of 'structure.' The class song already has a structure called 'verse-chorus structure' which is made up of one part where the words and the music repeat (the chorus) and one part where the words repeat but the music is different (the verse).

When thinking about musical structure, there should also be a poetic structure. When writing about verse topics, is there a natural order to them that would give the verse a poetic structure? For example, could they be arranged in chronological order, or could they be arranged by mood so that the song starts with the happiest (or saddest!) verse?

When they have a verse in mind, agree the structure of the song, including the order of the verses and where the chorus will come (In between each verse? At the start of the song? An extra chorus at the end?).

<https://www.youtube.com/watch?v=PL9hS1VBrKhQQxhkGUcOImrV>

<https://www.youtube.com/watch?v=PL9hS1VBrKhQQxhkGUcOImrV>

structure of the song and keep safe for session 6 when composing the melody for the verse.

Enquiry 4: What is a backing track? That strikes a chord!

Previous	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Cu
ve a ne g, with relevant	<p>Substantive knowledge: (What the children should know.)</p> <p>That a chord is a group of notes that make a harmony (a nice sound). A chord progression is a sequence of chords. Most modern songs use a 4 chord, chord progression. Chords are written using Roman Numerals. A backing track is a chord progression that a melody can be sung over the top of.</p> <p>Second order concepts: (What students should understand)</p> <p>Listening Aural memory</p>	<ul style="list-style-type: none"> - Listening and appraising. - Exploring backing tracks and chord progressions. - Improvise a melody over a backing track. <p>Key concepts:</p> <p>Chord Chord progression Backing track Improvise</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Explain what a chord is? - Explain what a chord progression is? - Explore a backing track? - Improvise a melody over a backing track? - Perform an improvisation? 	Horiz. Vert
Activities:		Resources:	Useful links:	
<p>ls could watch the 'Axis of Awesome' video. what songs did you notice about the songs being sung? What did all the songs explain that all the songs being played are based on the same on but they sound different because:</p> <ul style="list-style-type: none"> - at different tempos - fferent instruments <p>ssion is a sequence of chords, in this case chords I V vi IV man numerals so this equates to chords one, five, six, and four. ase roman numerals because it is a minor chord, just in case g!).</p>		<p>Four chord backing tracks:</p> <p>https://www.youtube.com/watch?v=ilhVM2EoFgk</p> <p>https://www.youtube.com/watch?v=XbJEYBxvrXw</p> <p>https://www.youtube.com/watch?v=OX6BbcKQkq8</p>	<p>Information about chord progression:</p> <p>https://www.youtube.com/watch?v=cO</p> <p>https://www.youtube.com/watch?v=gmv</p>	

Divide the children into groups of four to five and give each group a copy of the *Four Chord Backing Tracks* pre-loaded.

Give everyone the same backing track; give each group a different backing track. Give five pupils free rein to choose. It helps to decide before the backing tracks can be loaded onto the devices, ready for the children to use.

Give the children the opportunity to explore four-chord progression. Ask the children to experiment over the track by completing one of the following tasks:

- 1. Sing some of the songs that they remember from the video.
- 2. Sing other pop songs that they know to see if they fit.
- 3. Improvise/make up a melody of their own over the backing track.

After they have tried out all three activities, they should decide what they are going to perform at the end of the lesson - a known song that fits over the backing track or a song/vocal improvisation they have made up. Some groups may choose to combine the two.

Ask each group to perform their song or improvisation to the class. (Record the video this activity as assessment evidence.)

Use the following:

- 1. How well did the singing/improvisation fit over the chords correctly?
- 2. What did you like best about the performance?
- 3. How could it be improved next time?

https://www.youtube.com/watch?v=BU7jHjJ79_U

<https://www.youtube.com/watch?v=Q-0q7XqzdVA>

Backing track Y6 sheet.

Enquiry 5: How do we compose a melody? - Chorus

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>How that is made, on. aware used in</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> What makes a good melody. How to create a melody using tuned percussion instruments. That a melody needs to fit over a backing track comfortably. To record a melody by using letter notation or staff notation.</p> <p>Second order concepts: <i>(What the children should understand)</i> Improvisation Experimentation Recording</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> - Compose a melody to fit with lyrics and a backing track. - Perform the melody and lyrics over the backing track. <p>Key concepts: Melody Tuned percussion instruments Backing track Lyrics Letter notation Staff notation</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Identify what makes a good melody? - Compose a melody to fit appropriately with lyrics and a backing track? - Perform the melody using voices and tuned instruments? - Record the melody using either letter or staff notation? 	<p>How Ve</p>
<p>Activities:</p> <p>Start by revisiting playing one of the different versions of the 4 Track. Display the words that the class wrote for the chorus of the song and ask the children to suggest which backing track most fits the 'mood' of their lyrics. This will be the track that is used to compose and perform their song.</p> <p>Ask the children to think about the leavers' songs that they have written and discuss the features they need to think about when creating a chorus. They should consider:</p> <p>What makes a good melody?</p>	<p>Resources:</p> <p>Four chord backing tracks.</p> <p>Chorus song lyrics.</p> <p>Creating a melody Y6 sheet.</p> <p>Large paper.</p>	<p>Useful links:</p> <p>Information on musical notation: https://www.youtube.com/watch?v=le...</p> <p>https://www.youtube.com/watch?v=uC...</p> <p>https://www.youtube.com/watch?v=gE...</p> <p>https://www.youtube.com/watch?v=yy...</p>		

Does the melody match the mood of the lyrics?
 Can the melody be repetitive and/or memorable?

Understanding that we need to create a catchy melody that fits the mood of our lyrics.

Divide the class into groups of four/five, and ask them to come up with a chorus. They should use instruments to help them try out their melody (using instruments is easier than just voices). Try using instruments that have the letters written on them, such as glockenspiels or chime bars, to make it easier to write the melody down.

Once they are happy with their melody, they should write it down using letter notation. More advanced pupils, stave notation.

Ask each group to sing their chorus melody to the class (using the chorus lyrics they created) and vote on the best one. If you can't all decide, choose the best bits of two or three different groups' work. Record the final melody in letter notation or staff notation ready for the next session.

At the end of the session, children could sing and play the chorus melody until they can leave the instruments out and just sing the melody over the

Tuned percussion instrument with letter names on.

Paper with staff on - if recording this way.

Enquiry 6: How do we compose a melody? - Verse

Previous Learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
		Musical skills:	Can your children:	How

<p>ow what onsists ompose uned l a hey w to dy.</p>	<p>Substantive knowledge: (<i>What the children should know.</i>) What makes a good melody. How to create a melody using tuned percussion instruments. That a melody needs to fit over a backing track comfortably. To record a melody by using letter notation or staff notation.</p> <p>Second order concepts: (<i>What the children should understand</i>) Improvisation Experimentation Recording Performance</p>	<ul style="list-style-type: none"> - Compose a melody to fit with lyrics and a backing track. - Perform the melody and lyrics over the backing track. <p>Key concepts: Melody Verse Tuned percussion instruments Backing track Lyrics Letter notation Staff notation</p>	<ul style="list-style-type: none"> - Identify what makes a good melody? - Compose a melody to fit appropriately with lyrics and a backing track? - Perform the melody using voices and tuned instruments? - Record the melody using either letter or staff notation? 	<p>Ve</p>
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<p>Activities:</p> <p>...t of all start by playing the chosen backing track for thed singing the chorus over the top. Explain to the children thatchorus melody we need to add a verse melody.</p> <p>...e words for verse one (as decided in session 3). Divide thes of four/five and ask them to come up with a melody for verse</p> <p>...e instruments to help them try out melodies as this is easiertheir voices. When they are happy with their melody theydown using letter notation, or for more advanced students,so that they can remember it.</p> <p>...to perform their verse melody to the class and vote on theh the chorus melody, if you can't decide, you can alwaysts of two or three different groups' work until you are happy.</p>	<p>Resources:</p> <p>Lyrics for the chorus and the verses.</p> <p>Backing tracks.</p> <p>Creating a melody Y6 sheet.</p> <p>Large paper for notation.</p> <p>Tuned musical instruments.</p>	<p>Useful links:</p>
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the melody on the board using letter notation or staff notation. You could sing and play the verse one melody until it is secure, then instruments out and just sing the melody over the backing track.

You could try singing the words of the different other verses to the melody you have written, and finally, add in the chorus between the verses. You are singing the whole song according to the structure that you wrote in session 3.

Ask the class to consider the following:

- Do the lyrics fit?
- Do you need to change any rhythms?

Use any spare time to practise singing their leavers' song until it is ready to perform as part of the leavers' assembly! Don't forget to record this for assessment evidence (and sentimental value of course).

TS:

Learning and second order concepts:

Knowledge:
 (what they should know)

Provide an exhaustive list but an outline of what might be expected:

- How to evaluate a song considering lyrics, melody, tempo and arrangement.
- How to write lyrics for a purpose thinking about the response of the listener.
- How to write a melody to fit over a four chord, chord progression and to fit with the lyrics.

Perform accurately and fluently and with confidence.

Order concepts:

Start to have an understanding of:

- Sequence

Key concepts developed:

Arrangement	Compose	RE S S T V
Backing track	Improvise	
Chord	Letter notation	
Chord progression	Lyrics	
Chorus	Melody	

