



Subject: Music
Year group: 6
Term: Autumn 1
Unit name: Happy (Charanga)
Subject Driver: Innovation

Knowledge/Skills	
Listen and Appraise	Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.
Musical Activities (using glocks and/or recorders)	Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer. Play instrumental parts accurately and in time as part of the performance. Improvise in the lessons and as part of the performance. Compose a melody using simple rhythms and use as part of the performance.
Perform and Share	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

About this unit:	
Themes	Being Happy!
Facts/info	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. What else can you find out?
Listen	Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly
Vocabulary	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
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?





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Big Ideas:

What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?

Play and copy back using up to 3 notes – A, G + B

Singing in 2 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.

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

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

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

Spiritual Development

Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts. Colossians 3:16

Prior Learning:

Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

Find the pulse whilst listening.

Rhythm and Pitch Copy Back, and Question and Answer.

Singing in two parts.

Play instrumental parts accurately and in time as part of the performance.

The easy part: G by ear.

The medium part: G + A by ear.

Improvise in the lessons and as part of the performance.

Compose a melody using simple rhythms and use as part of the performance.

Using the notes: C, D, + E.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.