



**Subject:** Music  
**Year group:** 6  
**Term:** Autumn 2  
**Unit name:** Classroom Jazz 2 (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	Jazz, improvisation and composition.
Facts/info	Bacharach Anoraki has a Latin American groove. Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.
Listen	Take The 'A' Train by Duke Ellington Speaking My Peace by H. Parlan Back 'O' Town Blues by Earl Hines One 'O' Clock Jump by Count Basie
Vocabulary	blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, 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? Can you find out more about these styles of music?





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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 instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.

And C, Bb, G, F + C (Meet The Blues).

Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.

Improvise in a Blues style using the notes C, Bb, G, F + C.

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.