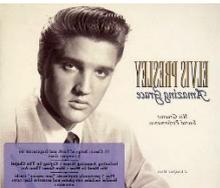
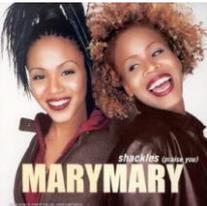


Knowledge Organiser

Subject: Music

Unit 4: Lean On Me

Overview:		
During this sequence of learning, pupils will learn Lean On Me which is a soul/gospel song.		
What should I already know?	Vocabulary:	
<p>Songs and Styles</p> <ul style="list-style-type: none"> To be introduced to Grime and revisit Old Hip Hop music. To know that rapping is a vocal technique where the performer speaks rhythmically against a steady beat. <p>Appraising</p> <ul style="list-style-type: none"> To be able to identify the structure of Stop!: intro and 6 rapped verses, each with a sung chorus. To be able to identify the instruments/voices in the music: digital/electronic sounds, turntables, synthesisers, drums. <p>Games</p> <ul style="list-style-type: none"> To be able to find and move to the pulse of the music. Using glocks and/or recorders, to be able to copy back using up to 2 notes – C + D. <p>Singing</p> <ul style="list-style-type: none"> To be able to sing and rap in unison and in parts. To be able to learn a song by splitting it in to smaller chunks To be able to sing with an awareness of ‘in tune’ and at the correct tempo. To be able to follow a conductor when singing <p>Composition</p> <ul style="list-style-type: none"> To be able to compose own rapped lyrics about bullying or another topic or theme. <p>Performance</p> <ul style="list-style-type: none"> To be able to communicate the meaning of the words and clearly articulate them To make decisions about how a performance will be delivered. To perform using improvisation and own rapped lyrics. To be able to reflect on a performance in terms of how it made them feel, what was successful, what could be changed. 	<p>Unison</p> <p>By ear</p> <p>Notation</p> <p>Improvise</p> <p>Melody</p> <p>Pitch</p> <p>Composition</p> <p>Backing vocal</p> <p>Pulse</p> <p>Rhythm</p> <p>Tempo</p> <p>Dynamics</p> <p>Texture</p>	<p>Everyone play/sings the same piece of music at the same time</p> <p>To be able to play a piece of music after just listening to it a few times, without looking at the notes.</p> <p>Ways to visually represent music.</p> <p>To make up a tune and play it on the spot. There is an assumption that it can never be recreated.</p> <p>Another name for tune.</p> <p>High and low sounds</p> <p>A written piece of music</p> <p>Singers who provide vocal harmony with the lead vocalist or other backing vocalists.</p> <p>The regular heartbeat of the music; its steady beat</p> <p>A musical dimension that describes the combination of long and short sounds to make patterns.</p> <p>The speed of the music; fast/slow/in-between</p> <p>How loud or quiet the music is</p> <p>Layers of sound.</p>
What will I know by the end of the unit?		

<p>Songs and Styles</p> <ul style="list-style-type: none"> To be introduced to Gospel music through the following songs/music: <ul style="list-style-type: none"> He Still Loves Me by Walter Williams and Beyonce (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode to Jo Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir To know that Gospel is Christian music, usually sung with rich harmony and often with a call and response structure To know that 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. <p>Appraising</p> <ul style="list-style-type: none"> To be able to identify the structure of Lean On Me: intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. To be able to identify the instruments/voices in the music: male vocal, backing vocal, piano, bass, drums, organ. <p>Games</p> <ul style="list-style-type: none"> To be able to find and move to the pulse of the music. Using glockenspiels, to be able to copy back using up to 2 notes – F + G. <p>Singing</p> <ul style="list-style-type: none"> To know the correct singing posture: <ul style="list-style-type: none"> Stand with feet hip distance apart Knees naturally positioned, not locked Shoulders relaxed, back and down Chest lifted Chin parallel to the floor Arms relaxed, by your side To be able to learn a song by splitting it in to smaller chunks To be able to sing with an awareness of ‘in tune’ and at the correct tempo. <p>Composition</p> <ul style="list-style-type: none"> To be able to compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A. <p>Playing</p> <ul style="list-style-type: none"> Using the glockenspiels to be able to play instrumental parts with the song by ear and/or from notation using up to 4 notes – C, E, F + G. <p>Improvising</p> <ul style="list-style-type: none"> To be able to improvise using up to 3 notes – F, G + A <p>Performance</p> <ul style="list-style-type: none"> To be able to communicate the meaning of the words and clearly articulate them To make decisions about how a performance will be delivered. To perform using improvisation, compositions and instrumental parts. To be able to reflect on a performance in terms of how it made them feel, what was successful, what could be changed. <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>	<p>Structure</p> <p>Compose</p> <p>Improvise</p> <p>Hook</p> <p>Riff</p> <p>Melody</p> <p>Solo</p> <p>Piano</p> <p>Organ</p> <p>Bass</p> <p>Drums</p>	<p>Introduction, verse, chorus, ending etc</p> <p>Create and develop musical ideas and 'fixing' them</p> <p>To make up a tune and play it on the spot.</p> <p>A short catchy phrase/riff that we can't stop singing.</p> <p>A short-repeated phrase, often played on a lead instrument</p> <p>Another name for tune</p> <p>Playing, singing or performing by one person on their own</p> <p style="text-align: center;"><u>Instruments</u></p>    
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