

**Step 2 – Full Lesson Plan – My Best Friend (Part 2)**

This is the second lesson where all the musical learning and activities will be focused around the song **My Best Friend**. The Listen and Respond activity in this step is **Why?**

This is a Soul song all about friendship. It's important to celebrate friendships and to let people know that they're valued. Writing a song for someone is a great way to let them know you love them. What would you include in a song about a friend?

**The unit question: How Does Music Connect Us with Our Past?**

In each unit, children are asked a question related to a theme. Each theme takes and follows them on their musical journey. The unit question evolves as they grow, while encouraging them to be responsible and kind citizens of the world. Please refer back to this question as you move through the lessons and the unit. Perhaps ask the children to talk about it in performances and assessments.

**The Musical Features in this lesson:****Musicianship - Understanding Music:**

- Time Signature: 3/4
- Key Signature: A minor
- Copy back and create rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers
- Copy back and create melodic patterns using: A, B, C, D, E, F, G

**Musicianship - Improvise Together:**

- Time Signature: 2/4
- Key Signature: C major
- Improvise section using: C, D, E, F, G, A, B

**Some musical information about the song:**

- Musical Style: Soul
- Key: C major
- Time signature: 4/4

**The Musical Activities in this song:**

- Play instruments with the song, using the notes C, D, E, G, A, B
- Improvise with the song, using the notes C, D, E, F, G
- Compose with the song, using the notes C, D, E, F, G, A, B

**Musical Elements:**

- Pulse/Beat/Groove
- Rhythm - long and short sounds over a steady beat or pulse, syncopation
- Pitch (Melody) - high, low, rising, falling, start to recognise major and minor, full scales in different keys
- Tempo - fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando)
- Dynamics and Articulation - a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)
- Timbre - different instrumental and vocal sounds
- Texture - duet, melody and accompaniment, ternary form, verse and chorus form, music with multiple sections, music with different parts
- Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo, ternary form, verse and chorus form, music with multiple sections
- Harmony - static, moving, triads, chord progressions
- Crotchets
- Paired quavers
- Minims
- Semibreves
- Semiquavers
- Rests
- Time signatures 2/4, 3/4 and 4/4
- Stave, lines and spaces, clef
- Bar and barline

**The Lesson** (45 minutes or one hour) *This colour denotes deeper learning possibilities*

Please read the **KS2 Lesson Guide** and the **Musical Progression Guide** for complete information about each activity.

The documents you will need for this lesson:

- Year 6 Unit 2 Understanding Music Guide
- Year 6 Unit 2 Listen and Respond Guide, Why?

For support with composition and theory, you will find these documents useful:

- Theory Guide (for your year group)
- Composition Guide (including extension activities)

## Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use Improve Together as an optional activity for variation and enrichment.

### Understanding Music - Year 6 Unit 2

Understanding Music starts every lesson in every unit. Its aim is to bring everyone together at the beginning of the lesson to learn, embed and revisit all the musical learning for the unit. It features a specially-created activity track with different musical activities that teach the beginnings of music theory needed for the unit.

In each lesson, the activities are repeated and therefore musical skills are also repeated, so the learning deepens.



#### Learning Focus

- Steady beat
- Metre 3/4
- Rhythmic and melodic patterns
- Recognising and/or reading simple notation and tonic sol-fa
- Tonal centre is A minor and the A minor scale (natural minor) is used
- Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers

#### Knowledge and Skills

- Internalise, *keep* and move in time with a steady beat in 3/4 time
- Copy back rhythms from memory *or with notation*
- Listen to the rhythms provided and create a rhythmic answer. Create *and/or identify rhythm patterns* using combinations of minims, dotted crotchets, crotchets, quavers, semiquavers and their rests
- Listen to and copy back melodic patterns from the notes A, B, C, D, E, F, G from memory and *with notation*
- Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations of the A natural minor scale (A, B, C, D, E, F, G)
- Begin to understand the importance of warming up your face, body and voice
- Copy back melodic patterns using voices (sol-fa option in settings)

#### Notes

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### Improve Together - Year 6 Units 1,2

This activity gives you the opportunity to practise improvising together. There isn't an improvise activity with every song, so here you can practise your ideas together.

#### Learning Focus

Children will practise improvising using the notes:

- C, D, E
- C, D, E, F, G
- C, D, E, F, G, A, B, C

#### Knowledge and Skills

- Create personal musical ideas using the given notes
- Improvise securely and with confidence
- Improvise using more complex riffs and phrases
- Share and talk about their improvisation and others



#### Notes

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## Listening

### Listen and Respond - Why

The Listen and Respond activity has five on-screen tabs to work through:

1. Listen
2. Respond
3. Extended Listening
4. Understand
5. Connect

Encourage the children to stand up and internalise the music using their bodies.

**Please use the Listen and Respond Guide, but here are some discussion points for extension:**

Encourage the children to move to the music in the way they feel most comfortable. Allow them to respond to the music with movement. Discuss what you all think the composer's intentions were, using musical vocabulary.

Discuss the music you have listened to, with the musical features for this lesson in mind.

Perhaps discuss dynamic contrasts in greater depth, why the composer might have used certain voices/instruments in the music or why they might have written in this style.



#### Learning Focus

- Talk about the song together
- Explore its musical style through the style indicators of the music and its performers
- Embed a deeper understanding of the musical concepts related to the song
- *Find an understanding and/or connection to the song or music*

#### Knowledge and Skills

- Share your thoughts and feelings about the music *using musical language*. Listen carefully and respectfully to other people's thoughts about the music
- Analyse, explore and discover the song/piece's musical concepts and style
- *Focused, deeper learning of the musical concepts related to the song/piece*
- Place the song/piece in its historical, cultural and global context. Does this song/piece have a message or tell us a story?
- Understand and explore where the song/piece fits in the global musical narrative
- If you like this song/piece, see the suggested artists and music to listen to and learn about

#### Notes

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## Singing

### Learn to Sing the Song - My Best Friend

Continue to learn to sing the song My Best Friend.

The on-screen resource will assist you with listening and learning to sing the songs. A flexible approach gives you the option to listen to, learn and/or sing along with the songs.

On the screen, you will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.

There are options to sing with or without the singer on the track and to change the tempo. The score is available for you to follow on the screen, too.



#### Learning Focus

- Learn to sing the song as part of an ensemble/choir

- Follow a leader/conductor
- Understand the meaning of the song
- Demonstrate and maintain correct posture and breath control
- Listening to each other and singing in tune together

### Knowledge and Skills

- Understand the emotion/feeling/intent of the song and explain it to the class or each other
- Understand the importance of vocal warm-ups and explain why they are important
- Singing as part of an ensemble or large group is fun, but you must listen to each other
- Learn by ear *or from notation* that the song is in 4/4 time and in C major
- Learn the design/structure of the song
- Enjoy singing a solo, rapping a solo, creating choreography for a performance

### Notes

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## Performing

### Perform the Song - My Best Friend

#### Unit Question: How Does Music Connect Us with Our Past?

Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practised with the song. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to choose some of your songs to perform as part of your Step 6 assessment. You might decide to organise a special concert at a different time. It's up to you! Talk together about each element of your lesson and what you would like to perform. Share thoughts and feelings.

It's a good idea to record your 'end of lesson' sharing as part of the **formative assessment** process. You will have the option to revisit and perform a song/s of your choice in Step 6 as part of the **summative assessment** process. Talk about the progress you have made.



### Learning Focus

Share and take responsibility for a performance of the learning that has taken place in the lesson.

### Knowledge and Skills

- Create and present a holistic performance with an understanding of the musical, cultural and historical contexts
- Present what has been learnt in the lesson with confidence and ease
- Introduce the performance with an understanding of what the song is about and anything else connected to it and you
- Perform with confidence and with an understanding of the songs you are singing and how the activities fit with the songs
- To choose what to perform and create a programme
- *To talk about a suitable venue and how to use it to best effect*
- To record the performance and compare it to a previous performance
- *Performing is sharing music with an audience with belief*
- To discuss and talk musically about it – 'What went well?' and 'It would have been even better if...?'
- A performance can be to one person or to each other
- A performance can be a special occasion and involve an audience including people you don't know. It is planned and different for each occasion

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## Composing & Improvising Options

When someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way it becomes a composition and you can play it again with your friends. The music comes from inside the performer and belongs to them; it's not a question of doing it 'right' or 'wrong'. If the activity is set up properly within correct musical boundaries, children can only succeed.

There are several Improvise and/or Compose options. With your class, decide which activity to use in the lesson and then perhaps use the others for extension work.

### Compose with the Song - My Best Friend

Please use 'Composition Guide' to support this activity

In this composition activity, choose from the differentiated note sets and as a whole class or in groups or individually, compose a new melody that will be played with the song in its performance. Can you create your own accompaniment? Use notes C and G perhaps? You only need to play on beat one of each bar.



#### Learning Focus

Children compose an eight-bar melody using three or five notes over the backing track. The melody can be included as part of the final performance. The children can create using their imaginations.

#### Notes to use:

- C, D, E
- C, D, E, F, G
- *C, D, E, F, G, A, B*
- Create and explain a melody with a musical shape using three, five or seven notes
- *Identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)*
- Keep a record of the composition to play it again
- Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, eg stories, verse, images (paintings and photographs) and musical sources
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi)
- Compose song accompaniments on untuned percussion using known rhythms and note values
- *To create a melody whilst also developing creativity and being able to draw on wider influences from songs played and learnt*

#### Knowledge and Skills

- Compose individually or as part of a group
- Talk about their ideas and revise them in response to feedback
- Realise the importance of the home note
- Think about structure in music and how ideas can be repeated or contrasted for interest
- Think about dynamics
- *Successfully create a melody in keeping with the style of the backing track*

#### Notes

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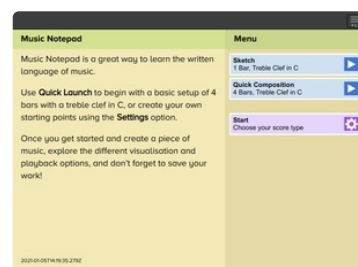
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### Music Notepad

Using the Music Notepad, create your own compositions as a class or in differentiated groups to assess the music theory that has taken place within this unit.

The home screen allows you to tailor the settings of your composition by selecting the time and key signatures, clef and number of bars. Once these have been selected, you are able to notate your own composition.



#### Learning Focus

- Create a simple melody using the Music Notepad whilst also developing creativity and being able to draw on wider influences from songs played and learnt
- To strengthen the learning that has taken place in a unit by composing melodies in similar styles

- Internalise a steady beat
- Use a metre of your choice
- Notate simple rhythmic and melodic patterns
- Use a key signature of your choice

### Knowledge and Skills

- Use the Music Notepad as a basis for musical creativity and invention to create a simple melody, perhaps similar to or in the style of one you have played or sung
- Using prior knowledge, create and internalise your own steady beat
- Using prior knowledge, choose your time and key signature
- Using prior knowledge, create a four, six, eight or 12-bar melody
- Using prior knowledge, use simple rhythmic combinations of semibreves, minims, crotchets, quavers, semiquavers and their rests
- Add dynamics to suit your composition

### Notes

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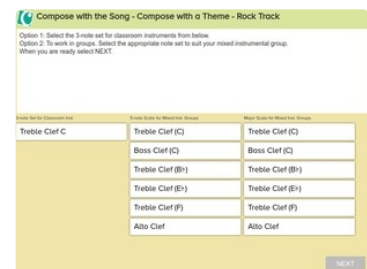
## Compose with a Theme - Rock Track

This activity uses a different backing track in which you can create your own melody inspired by the given theme.

Choose from the differentiated note sets and as a whole class or in groups, compose a new melody.

### Learning Focus

Children compose an eight-bar melody using three or five notes over the backing track. The melody can be included as part of the final performance. The children can create using their imaginations.



### Notes to use:

- G, A, B
- G, A, B, C, D
- *G, A, B, C, D, E, F#*
- Create and explain a melody with a musical shape using three, five or seven notes
- *Identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)*
- Keep a record of the composition to play it again
- Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, eg stories, verse, images (paintings and photographs) and musical sources
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi)
- Compose song accompaniments on untuned percussion using known rhythms and note values
- *To create a melody whilst also developing creativity and being able to draw on wider influences from songs played and learnt*

### Knowledge and Skills

- Compose individually or as part of a group
- Talk about their ideas and revise them in response to feedback
- Realise the importance of the home note
- Think about structure in music and how ideas can be repeated or contrasted for interest
- Successfully create a melody in keeping with the style of the backing track
- Using prior knowledge, use simple rhythmic combinations of minims, crotchets and paired quavers, perhaps with their rests
- Add suitable dynamics

### Notes

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