

Music Summer 1-Year 6-Music and Me

In this unit of work children will learn about inspirational women working in music. This is part of a series of units in the Brighter Sound's pioneering gender equality initiative. Children will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.

In this unit children will:

- Learn about influential women in music including British female contemporary artists that live in the U.K. from different cultural backgrounds and express themselves through music. These artists include: Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras, Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska, Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester, Anna Meredith: A composer and performer of electronic and acoustic music.
- Explore the concept of identity with gender, in reference to social and cultural differences.
- Listen and appraise music by these female artists.
- Participate in vocal warm ups and breathing exercises.
- Create and write their own music using 'Music and Me' (identity) as a theme.
- Perform, share and present a composition.



Key Vocabulary

- **Gender:** the range of characteristics pertaining to, and differentiating between, masculinity and femininity.
- **Racism:** the belief that groups of humans possess different behavioural traits corresponding to physical appearance and can be divided based on the superiority of one race over another
- **Rap:** A vocal technique in which the performer speaks rhythmically against a steady beat.
- **Lyrics:** The words of a song.
- **Turntablist:** a person who uses turntables which (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.
- **DJing:** the role of a DJ (Disc Jockey)
- **Producer:** A record producer or music producer oversees and manages the sound recording and production of a band or performer's music.
- **Electronic and Acoustic music:** Acoustic music that solely or primarily uses instruments that produce sound through acoustic means, as opposed to electric or electronic means. Electronic music is that which employs electronic musical instruments, digital instruments and circuitry-based music technology.

EYFS: Develops preferences for forms of expression, creates movement in response to music, makes up rhythms, captures experiences and responses with music, represents thoughts and feelings of music. Children sing songs, make music and experiment with ways of changing them.

Year 1: Rhythm, rap, Bossa Nova Latin- pulse, rhythm, pitch, pulse, types of music- Blues, Baroque, Latin, Bhangra, Folk and Funk, Latin and mixed styles, Western classical music, Listen with concentration and understanding to a range of high-quality live and recorded music, recognise instruments and basic style indicators. Encourage discussions using musical language. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Year 2: Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music, Ho Ho Ho - a Christmas song, In The Groove- Blues, Latin, Folk, Funk, Baroque, Bhangra, Round And Round, Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion, Reflect, Rewind and Replay Western Classical Music **Year 3:** Let Your Spirit Fly- R&B, Western Classical, Musicals, Motown, Soul, Glockenspiel Stage 1- Learning basic instrumental skills by playing tunes in varying styles, Three Little Birds- Reggae., Dragon Song-Folk Music, Bring Us Together-Disco Music, Western Classical Music.

Year 4: ABBA 70's/80's music, analysing performance, music from Sweden, the structure of songs, Glockenspiel Stage 2, Stop-Grime, Classical, Bhangra, Tango, Latin Fusion, The Beatles-Blackbird-Influences of Civil Rights Movement on music. **Year 5:** Living on a Prayer-Rock Music, Jazz, Pop Ballads.

Key Questions

- Which is your favourite song by the influential women artists you have listened to?
- What is meant by gender and how does it shape music?
- What story does your composition tell?

Key Knowledge

- **To know and use musical vocabulary to describe preferences.**
- **To know that gender often influences music and song writing.**
- **To be able to explain using musical vocabulary what has influenced a personal/group composition.**