

You've Got A Friend

A song about friendship

Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **Upper KS2, Year 6/Ages 10-11** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step by step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step / weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for Upper KS2, Year 6/Ages 10-11)' document. (see supporting Assessment documentation). Your step by step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment') the remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is **The Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

How this Unit is Organised

1. **Listen and Appraise** the song You've Got A Friend and other songs by Carole King:
 - You've Got A Friend by Carole King
 - The Loco-Motion sung by Little Eva, written by Carole King
 - One Fine Day sung by The Chiffons, written by Carole King
 - Up On The Roof sung by The Drifters, written by Carole King
 - Will You Still Love Me Tomorrow by Carole King
 - (You Make Me Feel Like) A Natural Woman) by Carole King

2. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
 - a. Warm Up Games (including vocal warm ups)
 - b. Flexible Games (optional extension work)
 - c. Learn to Sing the Song
 - d. Play Instruments with the Song
 - e. Improvise with the Song
 - f. Compose with the Song

3. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

Teaching and Learning support for this unit:

Listen & Appraise

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on screen.

The main unit song is You've Got A Friend. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs by the composer Carole King in steps 2-6.

See the individual Listen and Appraise step-by-step supporting documents for complete information.

Musical Activities

Using band/orchestral instruments with classroom instruments to create an ensemble that engages all children is exciting! Some children in your class will play these instruments and therefore want to bring them to the lesson - please encourage this. You wouldn't want to play a glock if you played the trumpet or violin.

Some of the instruments brought to the lesson will be transposing instruments. This means that they will need to play different notes in order to sound the same as a glock or recorder. Don't worry! Below is a list of instruments and the notes they need to play to match your classroom instruments. Remember that you can ask visiting music teachers to assist with instrumental issues.

Downloadable parts (sheets of printed music) are supplied for these instruments to play in the 'Play Instruments with the Song' section of this unit. There is also an option for classroom instruments to have notated parts on the screen to play along with as well as

by ear.

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard
Notes to play: A, G, E in this order (A is the home note and you will always start with A)
So, note 1 = A, note 2 = G and note 3 = E
- B \flat instruments: Clarinet, trumpet, cornet, tenor horn, euphonium, baritone, trombone in B \flat
Notes to play: B, A, F \sharp
So, note 1 = B, note 2 = A and note 3 = F \sharp
- E \flat instruments: Alto sax, E \flat horn
Notes to play: F \sharp , E, C \sharp
So, note 1 = F \sharp , note 2 = E and note 3 = C \sharp

A. Warm-up Games

Have fun playing Rhythm and Pitch Games as you progress through the Bronze, Silver and Gold Challenges. Get your instruments ready, you will need to use them after the pulse and copy back rhythm games. You can use band / orchestral instruments too if you wish (see above).

Bronze Challenge

Rhythm and Pitch Copyback and Question and Answer Games. Your answer must be different to the question. Respond all together, it doesn't matter that all your answers will be different. Use the note A on glocks, recorders and C instruments.

- B \flat instruments - Use the note B
- E \flat instruments - Use the note F \sharp

Silver Challenge

Rhythm and Pitch Copyback and Question and Answer Games. Use the notes A and G on glocks, recorders and other C instruments Your answer must be different to the question. Respond all together, it doesn't matter that all your answers will be different. Let's have some solos!

- B \flat instruments - Use the notes B and A
- E \flat instruments - Use the note F \sharp and E

Gold Challenge

Rhythm and Pitch Copyback and Question and Answer Games. Let's have some solos! Use the notes A, G and E on glocks, recorders and other C instruments.

- B \flat instruments - Use the notes B, A and F \sharp
- E \flat instruments - Use the note F \sharp , E and C \sharp

B. Flexible Games

Bronze, Silver and Gold Challenges are incorporated into the Games and Improvisation sections of this Unit of Work. These differentiated activities are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver.

Bronze Challenge

Have fun playing Pulse Games in this Bronze Challenge.

The pulse is the heartbeat of the music, every piece of music has one and it generally stays the same all the way through. The pulse is the foundation of every piece of music or song.

Activity 1 Find the pulse: The first activity in this Games Track teaches you to find the pulse with the help of our Charanga animals. Can you copy them and keep in time with the track?

Activity 2 Move to the pulse: Can you move to the pulse with Alex? See if you can try the 'pulses per move' then 'Hide all' and Alex will disappear! This means that you have to keep the pulse on your own. If you get stuck, the sun will help you. Invent some different moves, groovy moves to the pulse.

Activity 3 Other games: There are plenty of pulse, rhythm and pitch games for you to choose from here.

Silver Challenge

Have fun playing Pulse and Rhythm Games in this Silver Challenge.

As you already know, pulse is the foundation of every piece of music or song, the heartbeat of the music. Rhythm is long and short sounds that happen over the pulse, the steady beat. It's very difficult to clap a rhythm if there is no pulse!

Activity 1 Find the pulse: The first activity in this Games Track reminds you about the importance of finding the pulse. Our Charanga animals are here to help! Can you copy them and keep in time with the track?

Activity 2 Move to the pulse: Can you move to the pulse with Alex? See if you can try the 'pulses per move' and then 'Hide all' and Alex will disappear! This means that you have to keep the pulse on your own. If you get stuck, the sun will help you. Invent some different moves, groovy moves to the pulse.

Activity 3 Rhythm Copyback: Choose a leader (perhaps start with your teacher). Listen to your leader clapping a rhythm and copy back. You could use rhythms of names, favourite food, colours and topics. Now, change your leader to allow others to have a go!

Activity 4 Other games: There are plenty of pulse, rhythm and pitch games for you to choose from here.

Gold Challenge

Have fun playing Pulse and Rhythm Games in this more difficult Gold Challenge.

Activity 1 Move to the pulse: Even though you have reached the Gold Challenge, it is still important to remember to find the pulse when you listen to a piece of music or a song. Move to the pulse with Alex or, get rid of Alex and make up your own moves!

Activity 2 Rhythm Grid: This tool equips you with 9 rhythm presets. Start with clapping them as dots then progress to rhythmic notation (see the on screen tabs). If you want to create your own rhythms, click on the boxes. If you want to vary the rhythms even more, click on the rotate tabs. Enjoy!

Activity 3 Other games: There are plenty of extra pulse, rhythm and pitch games for you to choose from here.

C. Learn to Sing the Song: Vocal warm ups and Singing

Start with vocal warm ups, there will be supporting videos in each step.

On the screen you will have the option to break the song down into manageable learning sections. The option of a second vocal part is available to you if you should want to extend the children. Add movement to the song and have fun.

Whole Song	Sections - Main Vocal Part	Sections - Second Vocal Parts
Whole Song (main vocal part)	Verse 1 (main vocal part)	Chorus (second vocal part)
Learn and practise the main vocal part for the whole song	Learn and practise the main vocal part for verse 1	Learn and practise the second vocal harmony part for the chorus
	Chorus (main vocal part)	Bridge (second vocal part)
Whole Song (main and second vocal parts)	Learn and practise the main vocal part for the chorus	Learn and practise the second vocal harmony part for the bridge
Learn and practise both the main and second vocal parts for the whole song	Verse 2 (main vocal part)	Coda (second vocal part)
	Learn and practise the main vocal part for verse 2	Learn and practise the second vocal part for the coda
	Bridge (main vocal part)	
	Learn and practise the main vocal part for the bridge	
	Coda (main vocal part)	
	Learn and practise the main vocal part for the coda	

D. Play Instruments with the Song: with or without notation

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. The notated parts are also available and can be shown on screen.

The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments.

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole.

E. Improvise with the Song: using your instruments

On the screen you can select your challenge, Bronze, Silver or Gold.

Here you will learn riffs and use them as building blocks to make up your own tunes, to improvise! Take your time to play through the challenges below, you may not complete them all. Remember, these differentiated activities are NOT a measure of attainment but about building musical skills in a fun and challenging way. If you get to the Gold Challenge, notice that you can join in with 1, 2 or 3 notes. All can be engaged. Remember, children who want to use band/orchestral instruments are catered for here:

- C instruments - Use the notes A, G and E (A is note 1)
- B \flat instruments - Use the notes B, A and F \sharp
- E \flat instruments - Use the notes F \sharp , E and C \sharp

Bronze	Silver	Gold
Bronze Challenge 1	Silver Challenge 1	Gold Challenge 1
Clapping riffs. Learn the rhythm of three riffs.	Clapping riffs. Learn the rhythm of three riffs.	Clapping riffs. Learn the rhythm of three riffs.
Bronze Challenge 2	Silver Challenge 2	Gold Challenge 2
Riffs using instruments and/or voices. Play the three riffs using the note A.	Playing riffs using instruments and/or voices. Play the three riffs using the notes A and G.	Playing riffs using instruments and/or voices. Play the three riffs using the notes A, G and E.
Bronze Challenge 3	Silver Challenge 3	Gold Challenge 3
Question and Answer. As a class or on your own, improvise (make up) your own answer to the musical question you hear played. Use the note A.	Question and Answer. As a class or on your own, improvise (make up) your own answer to the musical question you hear played. Use the notes A, or A and G.	Question and Answer. As a class or on your own, improvise (make up) your own answer to the musical question you hear played. Use ANY or ALL of the notes A, G, E.
Bronze Challenge 4	Silver Challenge 4	Gold Challenge 4
Improvise! Try on your own. Perhaps use one or two of the riffs you have learnt. Use the note A.	Improvise! Try on your own. Try to include one or two of the riffs you have learnt. Use the notes A, or A and G.	Improvise! Try on your own. Include one or two of the riffs you have learnt. Use ANY or ALL of the notes A, G, E.

Using the notes from your challenge, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

F. Compose with the Song: using your instruments

The on-screen Music Explorer Composition Tool will guide you through the following options.

- **Option 1:** A way into composition with your class using up to 3 notes.
- **Option 2:** A more differentiated approach to composition in groups using a mix of classroom and band/orchestral instruments.

Option 1

- Select '3 note set' (A, G and E).
- Select a view to get started - select 'Pulse'.
- Click play then find the pulse together as a class.
- Select the button next to the heart button near the bottom of the screen. This button is the Rhythm Grid button. This will bring up 8 empty bars on the screen. You can fill in those bars together. Drag and drop four 1's into the first bar and one 1 into the second bar. Repeat this onto the next three lines and click play. Clap along together. This rhythm is Bronze Improvisation Riff 1.
- Select the button next to the Rhythm Grid button which has 3 notes on it. This button is the Rhythm Notation button and when you click on this, the rhythm you created as a class will turn into rhythmic notation.
- Select the button next to the Rhythm Notation button. This button is the Note Grid button and the rhythm will turn into pitch. You have chosen the 3 note set so only have the choice of the notes A, G and E. Click on the notes and the pitch will change. Start with an F and end with an F (this is your 'home' note). Start to drag and drop simple rhythm blocks into the bars and then decide upon the pitches.
- Select the button to the right of the Note Grid button. This button is the Notation with note names button, and your composition will become formal notation with the note names written underneath for you all to play! Well done!
- If you select the final button this is the Notation button. Click this and the note names will disappear!
- Perform this together as part of "You've Got A Friend". There is space for it to be played twice.

Option 2

- Work in groups.
- Select the appropriate note set to suit your instrumental group.
- Select a view to get started - you decide.

- Progress to creating an 8-bar composition for your group to play with block notation or formal notation, it's up to you.
- Perform to the class and decide which 2 compositions will be part of your "You've Got A Friend" performance.

Perform and Share

Remember to add some movement.

The structure of this song:

Introduction
Verse 1
Chorus
Verse 2
Chorus
Bridge
Chorus
Outro (Coda)

The structure of this song if you add instrumental parts:

Introduction
Verse 1
Chorus
Verse 2
Chorus
Bridge
4 bar introduction into playing instruments
Play instruments for 4 bars
Play instruments for another 4 bars
Introduction
Chorus
Outro (Coda)

The structure of this song if you add improvisation or compositions:

Introduction
Verse 1
Chorus
Verse 2
Chorus
Bridge
4 bar introduction into the activity section
Improvise or play back compositions for 4 bars
Improvise or play back compositions for another 4 bars
Introduction
Chorus

Outro (Coda)

These are the options on the screen:

- Perform the whole song
- Perform the whole song with the 2nd vocal part in the track
- Perform the whole song with your activities of choice

Main Vocal Part Only	Main and 2nd Vocal Parts
Sing the Song	Sing the Song
Sing the main vocal part (second vocal part in the backing track).	Sing both vocal parts.
Sing and Play Instrumental Parts	Sing and Play Instrumental Parts
Sing the main vocal part and play instrumental parts (second vocal part in the backing track).	Sing both vocal parts and play instrumental parts.
Sing and Improvise	Sing and Improvise
Sing the main vocal part and improvise (second vocal part in the backing track).	Sing both vocal parts and improvise.
Sing and Play Composition	Sing and Play Composition
Sing the main vocal part and play your composition(s) (second vocal part in the backing track).	Sing both vocal parts and play your composition(s).

Optional Extension Activities

As part of this Unit of Work you have been provided with information, 'Carole King Timeline,' in the form of a printable poster and accompanying document. This could provide a starting point for some extension work.

There are many interesting facts about Carole King. Using the information from this Unit of Work, explore these further and create a project that can be presented as part of your final performance.

Remember that Carole King had two outstanding careers:

1. She wrote Pop songs for artists with her writing partner Gerry Goffin and, was based at the famous Brill building in New York.
2. Carole later became a solo artist herself, singing and playing the piano often with a band backing her.

Search YouTube/Spotify, watch and/or listen to Carole performing now and when she was younger.

As we know, Carole began her career writing for other artists. Here are some examples of her songs:

- Will You Love Me Tomorrow - The Shirelles
- Chains - The Cookies and then covered by The Beatles
- The Loco-Motion - Little Eva. This song has since been covered by Kylie Minogue
- One Fine Day - The Chiffons
- Take Good Care Of My Baby - Bobby Vee
- It Might As Well Rain Until September - Carole recorded herself
- I'm Into Something Good - The Cookies/Earl-Jean, later covered by Herman's Hermits
- Up On The Roof - The Drifters
- Natural Woman - Aretha Franklin
- Pleasant Valley Sunday - The Monkees

Find some or all of these songs on YouTube or Spotify and have a listen.

Many cover versions of Carole's songs have been performed. For example 'You've Got A Friend' has been performed by:

- James Taylor
- Lady Gaga
- Sara Bareilles
- Michael Jackson
- The Brand New Heavies
- Dusty Springfield
- Donny Hathaway
- McFly
- Bebe and Cece Winans
- Celine Dion, Gloria Estefan and Shania Twain
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Again, have a listen on YouTube or Spotify and see if you can find similarities or differences from the original.

'You've Got A Friend' is from the album, 'Tapestry' for which she won four Grammy awards. It is one of the most successful albums by a female artist.

- Listen to this album, what do you think?
- Are there any songs that you particularly like?
- How did this album relate to Carole King's life experiences at the time?
- How are the songs different from those she wrote for other artists? Were there other successful female artists in the 1970s?
- Does the music industry represent female artists as equal to male artists?

Create a video / audio recording of your performance including extension activities if possible. We would love to see your recordings, so please send them to joannamangona@charanga.com