

Knowledge & Skills – Year 5

Unit	1	2	3	4	5	6
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	Bossa Nova B, A + G Swing D, E, G, A + B	C		F	Revise existing
One Note	G		C	A	F	
Easy Part	G, A + B		C F	D + A	G	
Medium Part	D, E, F sharp, G		E, F, G, A, B + C	G + A	F + G	
Melody	D, E, F sharp, G, A, B + C		B, C, D, E, F + G	C, D, E, F, G + A	F, G, A + D	
Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer						
Bronze	G	n/a	C	D	F	Revise existing
Silver	G + A	n/a	C + D	D + E	F + G	
Gold	G, A + B	n/a	C, D + E	D, E + F	F, G + A	

	1	2	3	4	5	6
Improvisation						
Bronze Challenge 1	Play and Copy Back Copy back using instruments. Use 1 note: G	Bossa Nova B, A + G Swing D, E, G, A + B	Play and Copy back Copy back using instruments. Use 1 note: C	Play and Copy back Copy back using instruments. Use 1 note: D	Play and Copy back Copy back using instruments. Use 1 note: D	Revise existing
Bronze Challenge 2	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: G		Play and Improvise Question and Answer using instruments. Use 1 note in your answer: C	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: D	Play and Improvise Question and Answer using instruments. Use 1 note in your answer: D	
Bronze Challenge 3	Improvise! Take it in turns to improvise using 1 note: G		Improvise! Take it in turns to improvise using 1 note: C	Improvise! Take it in turns to improvise using 1 note: D	Improvise! Take it in turns to improvise using 1 note: D	
Silver Challenge 1	Play and Copy back Copy back using instruments. Use 2 notes: G and A		Play and Copy back Copy back using instruments. Use 2 notes: C and D	Play and Copy back Copy back using instruments. Use 2 notes: D and E	Play and Copy back Copy back using instruments. Use 2 notes: D and E	
Silver Challenge 2	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: G and A		Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: C and D	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: D and E	Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: D and E	
Silver Challenge 3	Improvise! Take it in turns to improvise using 2 notes: G and A		Improvise! Take it in turns to improvise using 2 notes: C and D	Improvise! Take it in turns to improvise using 2 notes: D and E	Improvise! Take it in turns to improvise using 2 notes: D and E	
Gold Challenge 1	Play and Copy back Copy back using instruments. Use 3 notes: G, A and B		Play and Copy back Copy back using instruments. Use 3 notes: C, D and E	Play and Copy back Copy back using instruments. Use 3 notes: D, E and F	Play and Copy back Copy back using instruments. Use 3 notes: D, E and F	
Gold Challenge 2	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: G, A and B		Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: C, D and E	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F	Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F	
Gold Challenge 3	Improvise! Take it in turns to improvise using 3 notes: G, A and B		Improvise! Take it in turns to improvise using 3 notes: C, D and E	Improvise! Take it in turns to improvise using 3 notes: D, E and F	Improvise! Take it in turns to improvise using 3 notes: D, E and F	

Composing						
Starting notes	G	n/a	C	D	C	Revise existing
Easy option	G, A + B	n/a	C, D + E	D, E + F	C, D + E	
Harder option	G, A, B, D + E	n/a	C, D, E, F + G	D, E, F, G + A	C, D, E, F + G	

Supporting Songs and Styles

1	2	3	4	5	6
Livin' on a Prayer by Bon Jovi	Classroom Jazz by Ian Gray	To Make You Feel My Love sung by Adele	Fresh Prince of Bel-Air rapped by Will Smith	Dancing in the Street sung by Martha and The Vandellas	Reflect, Rewind & Replay
Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman	Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett	Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer	I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder	Music from Compline – Traditional – Early Music Dido and Aeneas: Overture by Henry Purcell – Baroque Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical Minute Waltz in D-flat by Chopin – Romantic Central Park in the Dark by Charles Edward Ives – 20th Century Clapping Music by Steve Reich – Contemporary

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel.

Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ● Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes

Singing

Knowledge	Skills
<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.

Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”