

## Orton Wistow Primary School - Curriculum Plan



Subject: Music

Year: 5

Term: Autumn (Charanga - Livin'On a Prayer)





**Knowledge** 

What children will know

Teaching

Telling

Assessment

Testing



**Understanding** 

What children will understand

Teaching

Coaching

**Assessment** 

Observing

Learning

Practising



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Vocabulary	
Define the word and include	
etymology if useful.	
Improvise (Latin: improviso meaning unforeseen) Compose (Latin: componere meaning	L f i:

Livin' On A Prayer is a classic rock song from the 80s. Formed in 1983, Bon Jovi is an American rock band from New Jersey named after its lead singer Jon Bon Jovi. The band became known for writing several rock anthems and achieved widespread recognition with their third album, Slippery when Wet, released in 1986.

The style indicators of Rock music are:

- Heavily-amplifed guitar
- Bass guitar
- Drums

Learning

Remembering

- Keyboard sounds
- Often male vocals with backing vocals from other band members
- Frequent solo guitar
- Sometimes distortion of the sound
- A heavy backbeat

Other examples used in the unit are: We Will Rock You by Queen Rockin' All Over The World by Status

Understand and explore how music is created

How the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, texture, structure) work together to create a song or piece of music

How does the music make you feel?

What do the words of the song mean?

How does changing the way we play/sing affect the piece of music?

Where Rock music fits into the musical canon.

The historical context of the songs. What else was going on at this time, musically and historically?

Know and talk about that fact that we each have a musical identity

**Skills** 

What child	dren will be d	able to do
Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating
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To identify and move to the pulse with ease

To sing in unison and to sing backing vocals.

To be able to sina in tune

Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

Play a musical instrument with the correct technique within the context of the Unit song

To listen to and follow musical instructions from a leader.

Improvise using instruments in the context of a song to be performed

Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

Explain the style indicators of music.

Riff - short, repeated phrase

how fast or slow the music is

**Texture** – layers of sound

verse, chorus etc

to put together, cf to English

music

sounds

idea

component) – to create a piece of

**Pulse** (Latin: pulsus meaning beat) a

**Rhythm** – a pattern of long and short

**Pitch** - how high or low the notes are

**Tempo** (Latin: tempus meaning time) –

**Structure** – how the music is made up –

steady beat, like a ticking clock

**Dynamics** (Greek: dunamis meanina power) - how loudly or quietly the music is being played

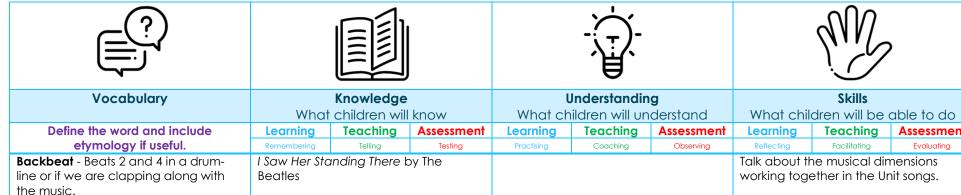
**Hook** – a catchy phrase, the main

Structure - how the music is made up verse, chorus etc

Chorus – A repeated section in a song which gives the main message **Bridge** - Contrasting section which leads back to main material.

Smoke On The Water by Deep Purple

Johnny B. Goode by Chuck Berry





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Year:5











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Vocabulary		Knowledge			Jnderstandin		Skills		
	What	children wil	l know	What ch	ildren will ur	nderstand	What chil	dren will be	able to do
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
etymology if useful.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Improvise (Latin: improviso meaning unforeseen) Compose (Latin: componere meaning to put together, cf to English component) – to create a piece of music Pulse (Latin: pulsus meaning beat) a steady beat, like a ticking clock Rhythm – a pattern of long and short sounds Pitch - how high or low the notes are	written by Bo since been of artists such a Kelly Clarkso In 2008, Mak recorded by called 19. Bo Allen Zimmer American sir	eel My Love is bb Dylan in 19 covered by re as Billy Joel, Gon and Adele. The You Feel many Adele for he bb Dylan (borrman; May 24 nger-songwrift	ecording arth Brooks, y Love was r first album n Robert l, 1941) is an er, musician,	How the intermusic (pulse dynamics, to together to music  How does the	errelated dimensions, rhythm, pitchexture, structucreate a song	ensions of h, tempo, re) work g or piece of e you feel?	heard in the Compare tw talking about musically in a similarities ar Explain how and why	yo songs in the ut what stands each of them nd differences the music ma	e same style, out , their s. kes you feel
Then How High or low the Holes die	and artist. He	e has been ar	n influential	What do the	words of the	song mean?	Sing with awareness of being in tune		





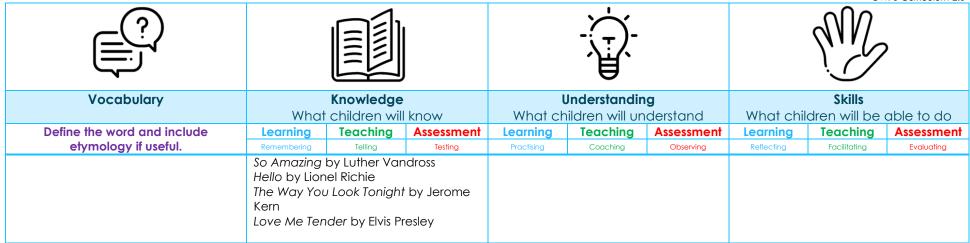






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Vocabulary	What	Knowledge children wil			<b>Understanding</b> What children will understand			<b>Skills</b> What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	<b>Learning</b> Practising	Teaching  Coaching	Assessment Observing	<b>Learning</b> Reflecting	Teaching Facilitating	Assessment Evaluating	
Tempo (Latin: tempus meaning time) – how fast or slow the music is  Texture – layers of sound  Structure – how the music is made up – verse, chorus etc  Dynamics (Greek: dunamis meaning power) – how loudly or quietly the music is being played  Structure – how the music is made up – verse, chorus etc  Chorus – A repeated section in a song which gives the main message  Ballad – a gentle love song  Interlude – a passage of music played between the main theme  Tag – (Usually) a short ending, tagged on to the main part of the song  Timbre - (Greek: tumpanon meaning drum) – the quality of sound the instrument makes. Pronounced tamber  Cover - a version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.	five decade. (born 5 May Adele, is an I and musicial A pop ballace is full of emo What are the ballad?  Slow Uses and The The abo love The musi Som have then ballc more elect drun  Ballads inclu- compare an	s. Adele Laur 1988), better English singer n. dis a gentle lition. dis a gentle lition. dis style indicate and gentle litionstruments I piano and a bass and druwords of the ut lost love or ! mood of the ic match each becomes a pope a rock back becomes a did. This is becomes	cove song that  fors of a pop  coacking like strings coustic guitar ms are subtle ballad are celebrating  words and ch other ballad can king and it power cause of its acking using and heavier  by Bob Dylan -	play/sing afi What the sty Know and to	hanging the viect the piece related the piece related to the piece related to the	of music?  of ballads are  fact that we	context of the To listen to a instructions of Improvise us context of a Explain the second their appropriate connection	nd perform the	ts in the erformed s of music. mensions nit songs. in any way ses the nd and	







## Orton Wistow Primary School - Curriculum Plan



Subject: Music

Year: 5

Term: Summer (charanga - Dancing in the Street)









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Vocabulary	<b>Knowledge</b> What children will know			<b>Understanding</b> What children will understand			<b>Skills</b> What children will be able to do		
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
etymology if useful.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Improvise (Latin: improviso meaning unforeseen) Compose (Latin: componere meaning to put together, cf to English component) – to create a piece of music Pulse (Latin: pulsus meaning beat) a steady beat, like a ticking clock	Marvin Gaye Stevenson ar became por And The Van recorded on	he Street was e, William "Mic nd Ivy Jo Hunt oular in 1964 v idellas. The tro the Motown i e one of its sig	key" Fer. It first with Martha ack was record label	created  How the inte music (pulse, dynamics, te	errelated dime rrelated dime rhythm, pitch exture, structur create a song	ensions of n, tempo, re) work	Identify some of the instruments they heard in the songs  Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.		



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etymology if useful.	Remembering	Teaching Telling	Assessment Testing	Learning  Practising	Teaching  Coaching	Assessment Observing	Learning  Reflecting	Teaching  Facilitating	Assessment  Evaluating	
Rhythm – a pattern of long and short sounds  Pitch - how high or low the notes are  Tempo (Latin: tempus meaning time) – how fast or slow the music is  Texture – layers of sound  Structure – how the music is made up – verse, chorus etc  Dynamics (Greek: dunamis meaning power) – how loudly or quietly the music is being played  Structure – how the music is made up – verse, chorus etc  Timbre - (Greek: tumpanon meaning drum) – the quality of sound the instrument makes. Pronounced tamber  Hook – a catchy phrase, the main idea  Riff – short, repeated phrase  Cover - a version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.  Soul – a particular style of music incorporating rhythm & blues and gospel music, popularised by black Americans  Groove – the rhythmic part of the music that makes you want to move and dance.  Harmony – different notes sung or played at the same time to produce chords.	called Moto created in 1 Detroit, USA. exclusively by producers.  Here are sor  A rh layir funk  And ove  The pun  som high  Examples of unit include: Dancing In 1 The Vandella I Can't Help Bunch) sung I Heard It Thr by Marvin G Ain't No Moto by Marvin G by Marvin G	The Street by Pass Myself (Sugar Doy The Four Trough The Grave Funtain High Er Suye and Tam Sunshine Of M	and was Gordy in ipployed ins, artists and ators: playing, groove with a e sounding playing I rhythms playing long uded in this wartha And if Pie Honey tops apevine sung inough sung mi Terrell	What do the How does ch play/sing aff The historica What else wo What the sty are Know and to	e music make words of the manging the viect the piece I context of that as going on a le indicators of alk about that a musical ider	vay we e of music? ne songs. it this time? of Motown	and why Use musical confidence Sing with aw Demonstrate singing Lead a rehe To listen to a instructions f Improvise us context of a Explain the s Talk about the working toget Record their appropriate connection	the music modern vocabulary was a vareness of being a good postured areal session and follow must rom a leader ing instrument song to be particular in the United areas and the musical direction of	vith  eing in tune re when  sical . ts in the erformed s of music. mensions nit songs. in any way ses the nd and	











Vocabulary	Knowledge			Understanding			Skills			
	What	children wil	l know	What ch	nildren will un	iderstand	What children will be able to do			
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
etymology if useful.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Bass Line – the lowest sequence of notes in a piece Backbeat – beats 2 and 4 in a drumline or if we are clapping along with the music. Brass section – part of orchestra made up of brass instruments (ie ones that you blow air into tubes)										

