



Orton Wistow Primary School – Curriculum Plan



Subject : Music

Year : 5

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



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Improvise (Latin: *improvisio* 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
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
Hook – a catchy phrase, the main idea
Riff – short, repeated phrase
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
Bridge - Contrasting section which leads back to main material.

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-amplified guitar
- Bass guitar
- Drums
- 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
Smoke On The Water by Deep Purple
Rockin' All Over The World by Status Quo
Johnny B.Goode by Chuck Berry

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

To identify and move to the pulse with ease

To sing in unison and to sing backing vocals.
 To be able to sing 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.

									
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	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Backbeat - Beats 2 and 4 in a drum-line or if we are clapping along with the music.	<i>I Saw Her Standing There</i> by The Beatles						Talk about the musical dimensions working together in the Unit songs.		







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Subject : Music





Year : 5

Term : Spring (*Charanga – make you feel my love*)

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Improvise (<i>Latin: improviso meaning unforeseen</i>)</p> <p>Compose (<i>Latin: componere meaning to put together, cf to English component</i>) – to create a piece of music</p> <p>Pulse (<i>Latin: pulsus meaning beat</i>) a steady beat, like a ticking clock</p> <p>Rhythm – a pattern of long and short sounds</p> <p>Pitch - how high or low the notes are</p>	<p>Make You Feel My Love is a ballad written by Bob Dylan in 1997. It has since been covered by recording artists such as Billy Joel, Garth Brooks, Kelly Clarkson and Adele.</p> <p>In 2008, Make You Feel my Love was recorded by Adele for her first album called 19. Bob Dylan (born Robert Allen Zimmerman; May 24, 1941) is an American singer-songwriter, musician, and artist. He has been an influential</p>	<p>Understand and explore how music is created</p> <p>How the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, texture, structure) work together to create a song or piece of music</p> <p>How does the music make you feel?</p> <p>What do the words of the song mean?</p>	<p>Identify some of the instruments they heard in the songs</p> <p>Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Explain how the music makes you feel and why</p> <p>Sing with awareness of being in tune</p>						



									
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<p>Tempo (<i>Latin: tempus meaning time</i>) – how fast or slow the music is</p> <p>Texture – layers of sound</p> <p>Structure – how the music is made up – verse, chorus etc</p> <p>Dynamics (<i>Greek: dunamis meaning power</i>) – how loudly or quietly the music is being played</p> <p>Structure – how the music is made up – verse, chorus etc</p> <p>Chorus – A repeated section in a song which gives the main message</p> <p>Ballad – a gentle love song</p> <p>Interlude – a passage of music played between the main theme</p> <p>Tag – (Usually) a short ending, tagged on to the main part of the song</p> <p>Timbre - (<i>Greek: tumpanon meaning drum</i>)– the quality of sound the instrument makes. Pronounced tamber</p> <p>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.</p>	<p>figure in popular music and culture for five decades. Adele Laurie Blue Adkins (born 5 May 1988), better known as Adele, is an English singer-songwriter and musician.</p> <p>A pop ballad is a gentle love song that is full of emotion.</p> <p>What are the style indicators of a pop ballad?</p> <ul style="list-style-type: none"> • Slow and gentle backing • Uses instruments like strings and piano and acoustic guitar • The bass and drums are subtle • The words of the ballad are about lost love or celebrating love! • The mood of the words and music match each other • Sometimes a pop ballad can have a rock backing and it then becomes a power ballad. This is because of its more powerful backing using electric guitars and heavier drum patterns. <p>Ballads included in the unit to compare and contrast are:</p> <p><i>Make You Feel My Love</i> by Bob Dylan - Adele version</p> <p><i>Make You feel my Love</i> - Bob Dylan version</p>	<p>How does changing the way we play/sing affect the piece of music?</p> <p>What the style indicators of ballads are</p> <p>Know and talk about that fact that we each have a musical identity</p>	<p>Explore singing solo</p> <p>Rehearse and perform their part in the context of the unit song</p> <p>To listen to and follow musical instructions from a leader.</p> <p>Improvise using instruments in the context of a song to be performed</p> <p>Explain the style indicators of music.</p> <p>Talk about the musical dimensions working together in the Unit songs.</p> <p>Record their composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation)</p>						

									
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	So Amazing by Luther Vandross Hello by Lionel Richie The Way You Look Tonight by Jerome Kern Love Me Tender by Elvis Presley								







Orton Wistow Primary School – Curriculum Plan







Subject : Music

Year : 5





Term : Summer (Charanga – Dancing in the Street)

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Improvise (Latin: <i>improvisio</i> meaning unforeseen)</p> <p>Compose (Latin: <i>componere</i> meaning to put together, cf to English component) – to create a piece of music</p> <p>Pulse (Latin: <i>pulsus</i> meaning beat) a steady beat, like a ticking clock</p>	<p>Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.</p>	<p>Understand and explore how music is created</p> <p>How the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, texture, structure) work together to create a song or piece of music</p>	<p>Identify some of the instruments they heard in the songs</p> <p>Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p>						



									
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<p>Rhythm – a pattern of long and short sounds</p> <p>Pitch - how high or low the notes are</p> <p>Tempo (<i>Latin: tempus meaning time</i>) – how fast or slow the music is</p> <p>Texture – layers of sound</p> <p>Structure – how the music is made up – verse, chorus etc</p> <p>Dynamics (<i>Greek: dunamis meaning power</i>) – how loudly or quietly the music is being played</p> <p>Structure – how the music is made up – verse, chorus etc</p> <p>Timbre - (<i>Greek: tympanon meaning drum</i>)– the quality of sound the instrument makes. Pronounced tamber</p> <p>Hook – a catchy phrase, the main idea</p> <p>Riff – short, repeated phrase</p> <p>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.</p> <p>Soul – a particular style of music incorporating rhythm & blues and gospel music, popularised by black Americans</p> <p>Groove – the rhythmic part of the music that makes you want to move and dance.</p> <p>Harmony – different notes sung or played at the same time to produce chords.</p>	<p>This music is categorised as Soul but called Motown, a label that was created in 1960 by Berry Gordy in Detroit, USA. The label employed exclusively black musicians, artists and producers.</p> <p>Here are some style indicators:</p> <ul style="list-style-type: none"> • A rhythm section playing, laying down the groove with a funky bassline • And a tambourine sounding over the top. • The brass section playing punchy riff-based rhythms • sometimes violins playing long high notes. <p>Examples of Motown included in this unit include: <i>Dancing In The Street</i> by Martha And The Vandellas <i>I Can't Help Myself (Sugar Pie Honey Bunch)</i> sung by The Four Tops <i>I Heard It Through The Grapevine</i> sung by Marvin Gaye <i>Ain't No Mountain High Enough</i> sung by Marvin Gaye and Tammi Terrell <i>You Are The Sunshine Of My Life</i> sung by Stevie Wonder</p>	<p>How does the music make you feel?</p> <p>What do the words of the song mean?</p> <p>How does changing the way we play/sing affect the piece of music?</p> <p>The historical context of the songs. What else was going on at this time?</p> <p>What the style indicators of Motown are</p> <p>Know and talk about that fact that we each have a musical identity</p>	<p>Explain how the music makes you feel and why</p> <p>Use musical vocabulary with confidence</p> <p>Sing with awareness of being in tune</p> <p>Demonstrate good posture when singing</p> <p>Lead a rehearsal session</p> <p>To listen to and follow musical instructions from a leader.</p> <p>Improvise using instruments in the context of a song to be performed</p> <p>Explain the style indicators of music.</p> <p>Talk about the musical dimensions working together in the Unit songs.</p> <p>Record their composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation)</p>						



									
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<p>Bass Line –the lowest sequence of notes in a piece</p> <p>Backbeat – beats 2 and 4 in a drum-line or if we are clapping along with the music.</p> <p>Brass section – part of orchestra made up of brass instruments (ie ones that you blow air into tubes)</p>	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating