


Caroline Haslett Primary School - Music

Unit 5 Music Style: Motown	Year 5	Dancing In The Street
Knowledge – What I will know at the end of the unit.		Vocabulary
<p>Sing: To know what the song is about and the meaning of the lyrics.</p> <p>Play: To know the instruments you might play or be played in a band or orchestra.</p> <p>Improvise: To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>Compose: To know the connection between sound and symbol</p> <p>Perform: To know that a performance is planned and different for each occasion.</p> <p style="text-align: center;">DANCING IN THE STREET THERE HE IS (AT MY DOOR)</p> 		<ul style="list-style-type: none"> • Backbeat – beats 2 and 4 in a drum-line or if we are clapping along with the music. • Bass line – a melody played by a bass instrument. • Brass section – the brass instruments played in a song. • Compose – create and develop musical ideas and ‘fix’ them • 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. • Dynamics – how loud or quiet something is. • 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. • Hook – the main musical idea from a song that we remember i.e. a short catchy phrase. • Improvise – to make up a tune and play it on the spot. • Melody – another name for tune. • Pitch – the range of high and low sounds within music. • Pulse – the heartbeat or steady beat of a song/piece of music. • Rhythm – the combination of long and short sounds to make patterns. • Riff – a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone. • Soul – music style incorporating elements of jazz, rhythm and blues and gospel • Structure/form/shape – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece. • Tempo – describes how fast or slowly the music is played. • Texture – a musical dimension that describes the layers of sound in music. • Timbre – a musical dimension that describes the quality and character of the sound of the instruments used.
Activities		
<ul style="list-style-type: none"> • Warm-Up Games <ul style="list-style-type: none"> ○ Play and copy back using up to 3 notes – F, G + A. Bronze: F Silver: F + G Gold: F, G + A challenge. • Singing <ul style="list-style-type: none"> ○ In unison and with backing vocals • Playing instruments <ul style="list-style-type: none"> ○ Play with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). • Improvise <ul style="list-style-type: none"> ○ Use up to 3 notes – D, E + F. Bronze: D Silver: D + E Gold: D, E + F challenge • Compose <ul style="list-style-type: none"> ○ A simple melody using simple rhythms choosing from the notes C, D, E, F + G. • Perform <ul style="list-style-type: none"> ○ The performance will include either improvisations, instrumental performances or compositions. 		

Skills

- **Sing:** To listen to each other and be aware of how you fit into the group.
- **Play:** To listen to and follow musical instructions from a leader.
- **Improvise:** 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.
- **Compose:** Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- **Perform:** To record the performance and compare it to a previous performance.

Through the year, knowledge and skills are built on and practised to consolidate and improve.