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| Year Group | 5 | Term | Summer | Subject | Music | Topic Motown Martha and the Vandellas - Dancing In The Street | |
| Prior Learning and other Curriculum Links | <p>Year 1: I can discuss feelings and emotions linked to different genres of music</p> <p>Year 2: I can begin to describe a piece of music using my key vocabulary</p> <p>Year 3: -I understand that improvisation is when a composer makes up a tune within boundaries -I can compose a simple piece and write it down then perform it -I am developing my understanding of written notation including crotchets and rests</p> <p>Year 4: -I can use musical language to appraise a piece or style of music -I understand and can explain the definitions for previous and current key vocabulary</p> | | | | Skills statements | <p><u>Listen & Appraise</u> To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. <p><u>Singing</u></p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing. <p><u>Playing</u></p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation. | |

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| | | | <ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song <p><u>Composition</u></p> <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| <p>Fundamentals</p> | <p>Listen: To develop an understanding of the history and context of music and listen with attention to detail at different genres. Recall sounds with increasingly aural memory.</p> <p>Understand: To understand how pulse, rhythm and pitch work together.</p> <p>Appraise (oracy): To appraise a piece of music and compare to other genres using key vocabulary and explain their favourite musician and why.</p> | <p>Key Facts/Sticky Knowledge</p> | <ul style="list-style-type: none"> - How to appraise Motown music, using knowledge of style indicators and the musical elements (pulse, rhythm, pitch, tempo, dynamics, texture and structure). - Compare and contrast Motown songs using musical vocabulary. - Find and keep an internal pulse - Copy back rhythms and pitches - Identify and play the notes of the glockenspiel - Improvise using instruments within the context of a song (1 or 2 given notes: C + D) - Compose a melody using simple rhythms (based around 3 notes: C + D+ E) |

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| | <p>Perform: To play and perform in a solo or ensemble context with some accuracy, control, fluency and expression.</p> <p>Improvise: To improvise with increasing confidence using voice, rhythm and pitch</p> <p>Compose: I can compose complex rhythms</p> <p>Notation: To develop an understanding of written notation focusing on staves, semi-breves, dotted crotchets and notation previously taught in Y3/Y4</p> | | <p>- Appraise a performance, discussing what went well and how it could be improved.</p> |
| | <p>Journey: The children will begin the topic of Motown. They will then appraise by recognising the style indicators of Motown music using musical terminology. Moving on, they will compare a variety of songs from the same genre before moving onto music making, focusing on performance, composition and improvisation.</p> | | |
| <p>Key Vocabulary (revisited)</p> | <ul style="list-style-type: none"> • Quavers • Musical styles • Body percussion • Challenging rhythms • Untuned instruments • Tuned instruments • Solo • Ensemble • Formal written notation • Minims • Voice • Staves • Semibreves • Dotted crotchets • History of music | <p>Key Vocabulary (new)</p> | <p>Soul Groove Riff Bass line Backbeat Brass section Rhythm section Harmony Hook Improvise Cover</p> |

- Pulse
- Rhythm
- Pitch
- Tempo
- Dynamics
- Timbre
- Texture
- Structure
- Old-school Hip Hop
- Rap
- Riff
- Synthesizer
- Deck
- Backing loops
- Funk
- Scratching
- Unison
- Melody
- Compose
- Improvise
- Cover
- Dotted crotchets
- Varied pitch
- Accuracy
- Control
- Complex rhythms