

Knowledge & Skills – Year 5

| Unit | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----------------------------|------------------|------------------------------|------------------------------------|------------------------------|--|
| Title | Livin' On a Prayer | Christmas | Make You Feel My Love | The Fresh Prince of Bel-Air | Dancing in the Street | Reflect, Rewind & Replay |
| Style of main song | Rock | Choral/Carol | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| Unit theme | Rock Anthems | Carols | 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 | | 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 | | 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 | Christmas Carols | 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 | Carols | 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 | Choose at least 5 from list below: Oh Little Town of Bethlehem One Bright Star It was on a Starry Night No Room at the Inn We Wish you a Merry Christmas We Three Kings | 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...?" |