

## Prior Learning:

- Listening and Appraising in UFS,Y1,2 and 3
- Vocalising and singing
- Playing Chime Bars in Year 1 and 2 and Glockenspiel in Year 3 and 4

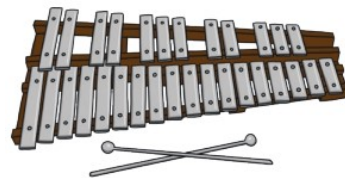
## Rock Music

- Heavily-amplified Guitar.
- Instruments used include bass guitar, drums and keyboard.
- Often male voices (in the 1970's and 80's) with backing vocals from other band members.
- Frequent solo guitar.
- Sometimes distortion of the sound.
- A heavy backbeat.

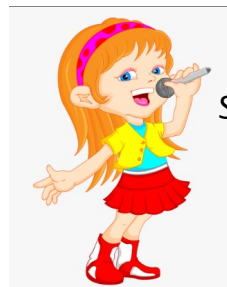
## Possible Careers:

- Professional Musician
- Music Teacher
- Sound technician
- Music Therapist
- Radio DJ
- Singer/Songwriter
- Composer

## Instruments we are going to use:



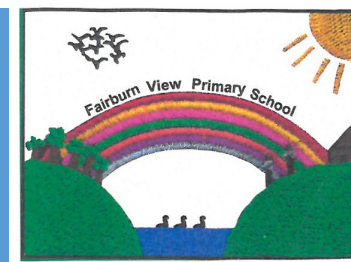
glockenspiel



Singing

## Key Vocabulary

|                  |   |
|------------------|---|
| <b>pulse</b>     | The regular heartbeat of the music; its steady beat   |
| <b>rhythm</b>    | The pattern of long and short sounds (notes or words) that happen over the pulse  |
| <b>pitch</b>     | High and low sounds   |
| <b>tempo</b>     | How fast or slow the music is   |
| <b>dynamics</b>  | How loud or quiet the music is  |
| <b>texture</b>   | A musical dimension that describes the layers of sound in music   |
| <b>structure</b> | How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.  |
| <b>improvise</b> | To make up a tune and play it on the spot   |
| <b>compose</b>   | Creating and developing musical ideas   |
| <b>chorus</b>    | A repeated section in a song which gives the main message   |
| <b>hook</b>      | A short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in  |
| <b>riff</b>      | A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone   |
| <b>bridge</b>    | Contrasting section which leads back to main material.  |
| <b>backbeat</b>  | Beats 2 and 4 in a drum-line or if we are clapping along with the music   |
| <b>rock</b>      | Came from Rock'n'roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms |



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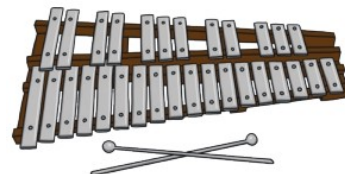
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# Jazz Music

- A big Jazz band including saxophones, trumpets, trombones, piano, bass and drums.
- A swingy, jazzy feel
- A strong rhythm section—piano, bass and drums - that drives the band and embeds the groove.
- A singer, sometimes with a soloist who improvises.
- Syncopated melody lines

## Instruments we are going to



glockenspiel



Singing

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| <b>tempo</b>       | How fast or slow the music is   |
| <b>dynamics</b>    | How loud or quiet the music is  |
| <b>appraising</b>  | Listening carefully and considering aspects of the music  |
| <b>solo</b>        | An Italian word to describe playing, singing or performing of one person or on our own  |
| <b>hook</b>        | A short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in  |
| <b>riff</b>        | A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone                                       |
| <b>Swing</b>       | A type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect. |
| <b>Bossa Nova</b>  | A Brazilian dance music that has syncopated guitar rhythms  |
| <b>Big band</b>    | A big band is a type of musical ensemble associated with playing jazz music   |
| <b>syncopation</b> | Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places                             |



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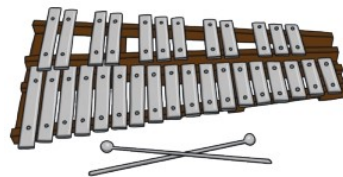
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# Motown

- The Motown label was created by Berry Gordy in 1960 and employed exclusively black musicians, artists and producers in its Detroit studios.
- Motown songs adopted a more Pop approach and were usually all at the same tempo of 120bpm (beats per minute). The songs have rhythmically inventive basslines and drums would stress the first beat. Songs often include a tambourine.
- The most important artists that started at Motown were: Smokey Robinson, Diana Ross, Marvin Gaye, The Jackson 5, Otis Redding, Stevie Wonder and James Brown.

## Instruments we are going to use:



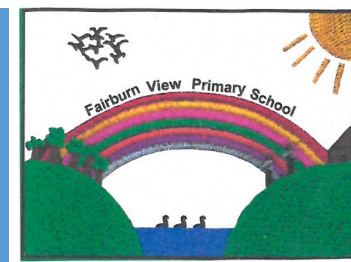
glockenspiel



Singing

# Key Vocabulary

|  |  |
|--|--|
| <b>Motown</b>                              | Music released on the US record label Tamla Motown. The first black-owned record company in the US founded in Detroit in 1959. |
| <b>choir</b>                               | A group of people singing together.  |
| <b>blues scale</b>                         | The notes (scale) used by jazz and blues musicians which has a 'jazzy' sound.  |
| <b>harmony</b>                             | To play two or more notes together to create a chord or built up sound.  |
| <b>riff/ostinato</b>                       | A repeated pattern of music.   |
| <b>two part singing</b>                    | To create your own music on the spot.  |
| <b>backing vocals</b>                      | The singers who are not singing the main tune but supporting the singer.   |
| <b>expression</b>                          | To add interest to how you perform.  |
| <b>key</b>                                 | The group of pitches or scale which the song is based on.  |
| <b>dynamics – forte/piano /mezzo forte</b> | The volume. Loud/quiet/medium loud.  |



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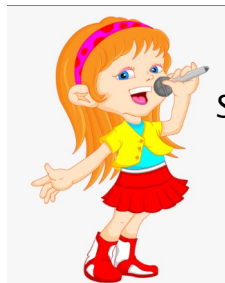
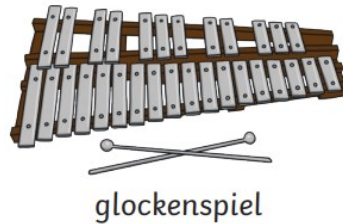
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## Old School Hip-Hop

- MCing or rapping and simple rhythms.
- Lots of songs are about partying, some about social turmoil.
- Drum and percussion backing loops.
- DJing, scratching, sampling other tracks and sometimes beatboxing.
- Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques.
- Use of decks.
- Breakdancing.

## Instruments we are going to use:

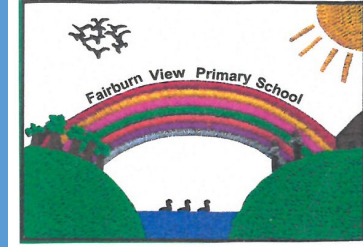


Singing

## Key Vocabulary

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| <b>rhythm</b>    | The pattern of long and short sounds (notes or words) that happen over the pulse                  |
| <b>pitch</b>     | High and low sounds   |
| <b>tempo</b>     | How fast or slow the music is   |
| <b>dynamics</b>  | How loud or quiet the music is  |
| <b>timbre</b>    | A musical dimension that describes the quality and character of the sound of the instruments used |
| <b>texture</b>   | A musical dimension that describes the layers of sound in music                                   |
| <b>structure</b> | How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.        |
| <b>improvise</b> | To make up a tune and play it on the spot   |
| <b>compose</b>   | Creating and developing musical ideas and 'fixing' them   |
| <b>riff</b>      | A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone     |
| <b>melody</b>    | Another name for a tune   |
| <b>unison</b>    | Everyone plays or sings the same music at the same time   |
| <b>rap</b>       | Using your voice to speak rhythmically against a steady beat                                      |
| <b>Hip-Hop</b>   | Music that developed in the 1970s but remains very popular today. It includes rapping             |

# Year 5 Summer 1 – Rhythm Grid and Notation



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In this unit children will:

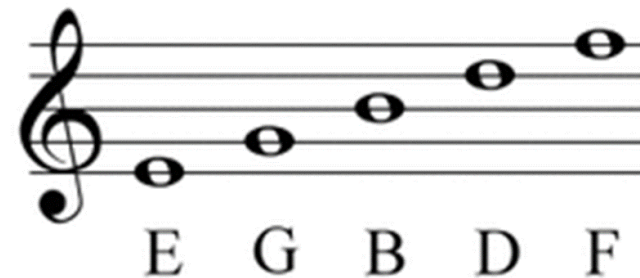
- How to read music
- How to notate music
- The different notes associated with all music

## Notes we are going to learn:

| Rhythm Notation  |            |  |                 |
|--|------------|--|-----------------|
| Each note length has an equivalent rest that lasts for the same duration.          |            |  |                 |
|   | semibreve  |   | semibreve rest  |
|   | minim      |   | minim rest      |
|   | crotchet   |   | crotchet rest   |
|   | quaver     |   | quaver rest     |
|  | semiquaver |  | semiquaver rest |

When reading notes on a line, the rhyme to remember is:

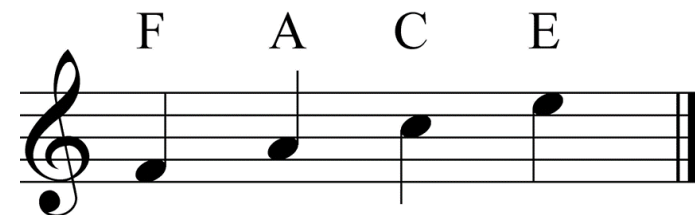
**E**very **G**ood **B**oy **D**eserves **F**ood



When reading music there are four steps you should take:

1. Is the note on a line or in a space?
2. What rhyme will I use
3. What number line or space is it on?
4. Go through the rhymes on your fingers

When reading notes in a space, the rhyme to remember is:





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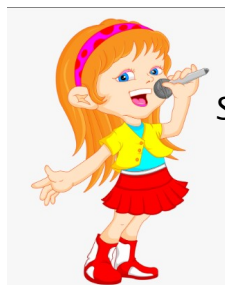
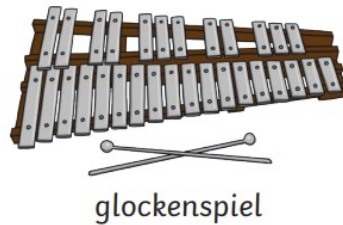
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## Indicators of Pop Ballads

- A gentle love song that is full of emotion
- Slow and gentle backing
- Uses instruments like strings, piano and acoustic guitar
- The bass and drums are subtle
- The words of the ballad are about lost love or celebrating love!
- Sometimes a Pop ballad can have a Rock backing

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| <b>chorus</b>     | A repeated section in a song which gives the main message                                 |
| <b>interlude</b>  | A passage of music played between the main theme  |
| <b>verse</b>      | A section in a song which has the same tune but different words                           |
| <b>ballad</b>     | A gentle love song  |
| <b>cover</b>      | A version of a song performed by someone other than the original artist                   |
| <b>tag ending</b> | (Usually) a short ending, tagged on to the main part of the song                          |