

Year 5 – Livin’ On a Prayer

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will use their musical skills to perform a rock song as part of a choir to an audience</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • In LKS2, pupils developed their understanding of the features of the different genres of music and started describing music using key music vocabulary. Pupils have performed as part of a choir.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • A knowledge of listening with attention to detail and recalling sounds with increasing aural memory. • The skill of performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • A knowledge of the history of music. • A knowledge of the historical context of songs and a consideration of what else was going on at this time, musically and historically. <p>Lesson 1</p> <p>Starter: Listen and appraise – Livin’ on a Prayer</p> <p>Vocal warm up – Good Morning World – Cheryl Porter</p> <p>Main activity:</p>

- Discussion of song.
- Discussion on focuses; Pitch, rhythm, pulse, dynamics and expression.
- Call and response to learn the song. Actions needed.

End:

Performance of song

Lesson 2

Starter: Listen and appraise – **We will Rock You**

- Recap of rhymes for notes on a line and space. Then quick quiz game of notes. – House teams for House points - Popcorn protocol

Main activity: Sheet – H and M/L ability sheets.

- Identify the notes playing
- Identify the rhythm
- Practice playing the chorus of 'livin' on a prayer'

End:

Performance of song, with playing involved.

Lesson 3/4

Starter: Listen and appraise – **Rocking all over the world**

Mars The bringer of War - Holst

Discussion of composition.

Main activity:

- Whole class compose 1 bar
- Identify the root note
- Using the notes from the chorus they are create an 4 bar melody.

By the end of the lesson, they should have completed 4 bars.

End:

Demonstration of 4 bars

Lesson 5/6

Starter: Listen and appraise – **Bolero – Ravel**

Discussion of composition.

	<p>Main activity:</p> <ul style="list-style-type: none"> -Whole class compose 1 bar -Identify the root note -Using the notes from the chorus they are create a 4 bar melody. <p>By the end of the lesson, they should have completed the whole composition.</p> <p>End:</p> <p>Demonstration of 4 bars</p>
Key Vocabulary	<ul style="list-style-type: none"> • Inter-related dimensions of music • Rock • genre • pulse • rhythm • pitch • texture • tempo • dynamics • accompaniment • artist • band • rock anthem • rock 'n' roll • vocal line • backing • solo
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> • All 'Rock' music sounds the same.

	<ul style="list-style-type: none">• You sing from your throat - you need to use different muscles so that you don't strain your vocal cords.• Pupils may think that singing is not using an instrument when in fact it is.
Class Teacher Notes	.

Year 5 – Young Voices

Recall	Key Words, Instruments
End Point	Pupils will understand will perform in the Young Voices Concert.
<p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . Prior knowledge of inter-related dimensions of music and how they impact musical styles. • Prior knowledge of using their voices with expressions and accuracy.
Sequence of Learning / Contextual Knowledge	<ul style="list-style-type: none"> • Knowledge of performing in solo and ensemble contexts. • Knowledge of performing using their voices with increasing accuracy, fluency, control and expression. • Knowledge of listening with attention to detail and recall sounds. • Knowledge of understanding to a range of high-quality live and recorded music • Knowledge of experimenting to create and combine inter -related dimensions of music.
(Lesson ideas)	
Key Vocabulary	<ul style="list-style-type: none"> • pulse • rhythm • pitch • tempo • dynamics

	<ul style="list-style-type: none">• texture
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none">• Pupils may not enjoy the music.• Pupils may be worried about performing• Pupils may not recall inter-related dimensions of music.
Class Teacher Notes	.

Year 5 – Classroom Jazz

Recall	Key Words, Instruments
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Pupils will know the history of 1920's Jazz Music and its Composers</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . Prior knowledge of inter-related dimensions of music and how they impact musical styles. • Prior knowledge of using their voices with expressions and accuracy.
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<ul style="list-style-type: none"> • Knowledge of performing in solo and ensemble contexts. • Knowledge of performing using their voices with increasing accuracy, fluency, control and expression. • Knowledge of listening with attention to detail and recall sounds. • Knowledge of understanding to a range of high-quality live and recorded music • Knowledge of experimenting to create and combine inter -related dimensions of music. <p>Lesson 1 – History of Jazz Music Lesson 2 – Duke Ellington Lesson 3 – Louis Armstrong Lesson 4 – Ella Fitzgerald Lesson 5 – Compositions</p>
Key Vocabulary	<ul style="list-style-type: none"> • pulse • rhythm

	<ul style="list-style-type: none">• pitch• tempo• dynamics•
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none">• Pupils may not understand some of the vocabulary used in Jazz music• Pupils may not like Jazz music
Class Teacher Notes	.

Year 5 – Dancing in the Street

Recall	Key Words, Instruments
End Point	Pupils will use their musical skills to perform a Dancing in the Street as part of a choir to an audience
<p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . Prior knowledge of inter-related dimensions of music and how they impact musical styles. • Prior knowledge of using their voices with expressions and accuracy.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • Knowledge of performing in solo and ensemble contexts. • Knowledge of performing using their voices with increasing accuracy, fluency, control and expression. • Knowledge of listening with attention to detail and recall sounds. • Knowledge of understanding to a range of high-quality live and recorded music • Knowledge of experimenting to create and combine inter -related dimensions of music. <p>Lesson 1 – History of Motown Lesson 2</p>

Starter: Listen and appraise – **The Beatles – With a Little Help From My Friends**

Vocal warm ups

Main activity:

- Discussion of genre
- Discussion on why we warm up and focus on pitch
- Call and response. Copying rhythms from teacher then they are to independently figure out rhythms.

End:

Performance of Dancing in the street.

Lesson 3

Starter: Listen and appraise – **Take the A Train – Duke Ellington**

Notation Quiz

Main activity:

- Identifying notes that they will be playing
- Identifying the rhythms, they will be playing.
- Identify what a syncopated rhythm is.
- Independently play the chorus of Dancing in the street.

End:

Performance of the chorus

Lesson 3/4

Starter: Listen and appraise – **Adiemus – Karl Jenkins**

- Notation quiz
- Rhythm playback – **Percussion warm up game (PPslides)**

Main activity:

- Identifying notes that they will be playing
- Identifying the rhythms, they will be playing.
- Identify what a syncopated rhythm is.
- Independently play the chorus of Dancing in the street.

End:

Performance of the chorus

Key Vocabulary	<ul style="list-style-type: none">• pulse• rhythm• pitch• tempo• dynamics•
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none">• Pupils may not understand some of the vocabulary used in Jazz music• Pupils may not like Jazz music
Class Teacher Notes	

Year 5 – Classroom Jazz

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will successfully perform the rap song ‘Fresh Prince of Bel Air’ to an audience</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . Prior knowledge of inter-related dimensions of music and how they impact musical styles. • Prior knowledge of using their voices with expressions and accuracy.

Sequence of Learning /
Contextual Knowledge

(Lesson ideas)

- Knowledge of performing in solo and ensemble contexts.
- Knowledge of performing using their voices with increasing accuracy, fluency, control and expression.
- Knowledge of listening with attention to detail and recall sounds.
- Knowledge of understanding to a range of high-quality live and recorded music
- Knowledge of experimenting to create and combine inter-related dimensions of music.

Lesson 1

Starter: Listen and appraise

Vocal warm ups - focus on pitch.

Main activity:

-Whole class singing, working on pitch and accuracy of rhythm.

-discuss of what rapping is and how it is different.

-Using call and response to learn the song from memory.

End:

Full performance of song.

Lesson 2

Starter: Listen and appraise

Vocal warm up

Main activity:

-Discussion of the structure.

-What is the chorus?

-Demonstrate how it should sound.

-Identify the notes been played.

-Practice playing the chorus.

End:

Performance of what is achieved.

Lesson 3

Starter: Listen and appraise

Main activity:

	<p>-Discussion of what composition is. -Discuss how composition works. -Demonstrate which notes fit and why. - Discuss what a crochet, quaver, and a rest is. -They are to work with their partner to create an 4 bar composition. End: -Performance of what they have achieved so far.</p> <p>Lesson 4 Starter: Listen and appraise Main activity: -Recap of what composition is. -Recap how composition works. -Demonstrate which notes fit and why. -They are to work with their partner to create an 8 bar composition End: Performance of whole compositions.</p>
Key Vocabulary	<ul style="list-style-type: none"> • pulse • rhythm • pitch • tempo • dynamics •
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> • Pupils may not understand some of the vocabulary used in Jazz music • Pupils may not like Jazz music
Class Teacher Notes	