

Caroline Haslett Primary School - Music		
Unit 1 Music Style: Rock	Year 5	Livin' On A Prayer
Knowledge – What I will know at the end of the unit.		Vocabulary
<p>Sing: To know and explain the importance of warming up your voice</p> <p>Play: To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols</p> <p>Improvise: To know that improvisation is making up your own tunes on the spot.</p> <p>Compose: To know that a composition is 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</p> <p>Perform: To know that 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.</p> 		<ul style="list-style-type: none"> • Amplifier – device that makes sounds louder. • Backbeat – beats 2 and 4 in a drum-line or if we are clapping along with the music. • Bridge – contrasting section which leads back to main material. • Chorus – a repeated section in a song which gives the main message. • Compose – create and develop musical ideas and 'fix' them • Dynamics – a musical dimension indicating how loudly or quietly the music is being played. • 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. • 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. • Rock – music style which tends to include electric and bass guitars and drums. • Structure – 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 – describes the layers of sound in music.
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 – G, A + B. Bronze: G Silver: G + A Gold: G, A + B. • Singing <ul style="list-style-type: none"> ○ In unison • Playing instruments <ul style="list-style-type: none"> ○ Play parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G • Improvise <ul style="list-style-type: none"> ○ Use up to 3 notes – G, A + B. Bronze: G Silver: G + A Gold: G, A + B challenge. • Compose <ul style="list-style-type: none"> ○ A simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale). • Perform <ul style="list-style-type: none"> ○ Decide how your class will introduce the performance. Perhaps add some choreography? 		

Skills

- **Sing:** To sing in unison and to sing backing vocals. To enjoy exploring singing solo.
- **Play:** Play a musical instrument with the correct technique within the context of the Unit song.
- **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:** Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- **Perform:** To choose what to perform and create a programme.

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