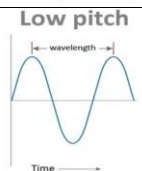
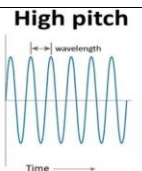
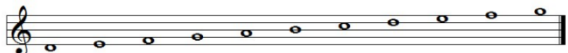
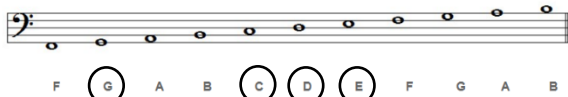


Previous knowledge	Listening and appraising 	Theory of music 	Creating and exploring 	Performing 
	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.	To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. Texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice. How pulse, rhythm and pitch work together. Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies. How to keep the internal pulse. The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. Texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice. How pulse, rhythm and pitch work together. Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies. How to keep the internal pulse. The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.	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. You need to know and have planned everything that will be performed. 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. It involves communicating feelings, thoughts and ideas about the song/music.
Vocabulary	Old School Hip Hop	Old-school hip hop (also spelled old skool) is the earliest commercially recorded hip hop music. It typically refers to music created around 1979 to 1983. Old-school hip hop is noted for its relatively simple rapping techniques, compared to later hip hop music		
	Rap	a type of popular music of US origin in which words are recited rapidly and rhythmically over an instrumental backing.		
	Riff	a short repeated phrase in popular music and jazz, typically used as an introduction or refrain in a song.		♩ = 132 

		keyboard, producing a wide variety of sounds by generating and combining signals of different frequencies.																			
	Deck	a set of two or more record decks connected to sound mixing equipment, used by a DJ.																			
	Backing loops	Backing loops enable singers and bands to add parts to their music which would be impractical or impossible to perform live.																			
	Funk	Funk is a music genre that originated in African-American communities in the mid-1960s when musicians created a rhythmic, danceable new form of music through a mixture of soul music, jazz, and rhythm and blues (R&B).																			
	Scratching	To be able to play a record using the scratch technique.																			
	Tempo	The speed of the rhythm or song.	Tempo Markings <table><thead><tr><th>Tempo Marking</th><th>Definition</th></tr></thead><tbody><tr><td>Prestissimo</td><td>Very Very Fast (>200bpm)</td></tr><tr><td>Presto</td><td>Very Fast (168-200bpm)</td></tr><tr><td>Allegro</td><td>Fast (120-168bpm)</td></tr><tr><td>Moderato</td><td>Moderately (108-120bpm)</td></tr><tr><td>Andante</td><td>Walking Pace (76-108bpm)</td></tr><tr><td>Adagio</td><td>Slow and Stately (66-76bpm)</td></tr><tr><td>Lento/Largo</td><td>Very Slow (40-60bpm)</td></tr><tr><td>Grave</td><td>Slow and Solemn (20-40bpm)</td></tr></tbody></table> www.musictheoryacademy.com	Tempo Marking	Definition	Prestissimo	Very Very Fast (>200bpm)	Presto	Very Fast (168-200bpm)	Allegro	Fast (120-168bpm)	Moderato	Moderately (108-120bpm)	Andante	Walking Pace (76-108bpm)	Adagio	Slow and Stately (66-76bpm)	Lento/Largo	Very Slow (40-60bpm)	Grave	Slow and Solemn (20-40bpm)
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	Pitch	The quality of a sound governed by the rate of vibrations producing it, the degree of highness or lowness of a tone.	Low pitch  High pitch 																		
	Unison	a combination of notes, voices, or instruments at the same pitch or (especially when singing) in octaves.																			
Playing notes: D, G + A		  																			
Improvising notes: D , E +F																					
Composing notes: D, E + F Or D, E, F, G + A																					

Year 5: Unit 4: The Fresh prince of Bel-Air