

Music Year 5 Autumn Term

Livin' On A Prayer



Livin' on a Prayer

Words and Music by Jon Bon Jovi

About this Unit

Theme: Rock anthems.

Facts/info:

- Livin' on a Prayer is a Rock song that was released in 1986.
- The words tell us about life in the 1980's.

Listen to 5 other rock songs:

- 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

Vocabulary:

Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose



Musical Activities: using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G, A + B. Bronze: G | Silver: G + A | Gold: G, A + B. challenge. Which challenge did you get to?

Singing in unison.

Play instrumental 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 Which part did you play?

Improvise using up to 3 notes – G, A + B. Bronze: G | Silver: G + A | Gold: G, A + B challenge. Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

Perform & Share Decide how we will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

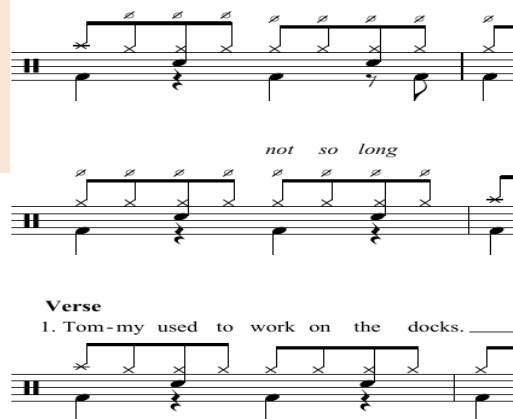
Key Questions:

What are the 'style indicators' of Rock music?

How do you know this is Rock music?

Reflection:

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?



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The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions

Music – Autumn Term

1 – Listen & Appraise: Make You Feel My Love (Pop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

Instruments/voices you can hear: Strings, piano, guitar, bass, drums.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.

Which part did you play?

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge

Which challenge did you get to?

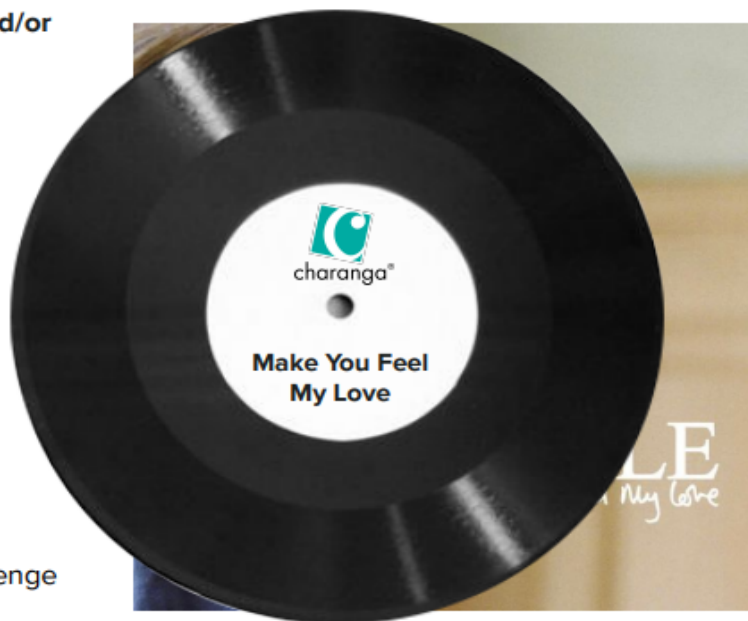
Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Pop ballads.

Facts/info: Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.

Listen to 5 other pop ballads

- Make You Feel My Love by Bob Dylan
- So Amazing by Luther Vandross
- Hello by Lionel Richie
- The Way You Look Tonight by Tony Bennett
- Love Me Tender by Elvis Presley

Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of a Pop ballad?

How do you know this is a Pop ballad?

Royal Liverpool Philharmonic Orchestra

Year 5 Music Spring Liverpool Philharmonic – Each year will focus on a different theme

Royal Liverpool Philharmonic Orchestra Musical Tracks Schools' Concert

The main aim of the scheme of work is to introduce some of the music that will be played by the orchestra through practical, creative music-making activities. These opportunities to explore musical themes and dimensions include guiding the children in listening and responding to the music beforehand which will enable them to have a greater enjoyment and appreciation of the concert.

Our children will work in school on the scheme of work composing and singing.

On the day they will be listen to the orchestra play and they will be joined by lots of other children from lots of different schools to sing from the repertoire.

Example repertoire:

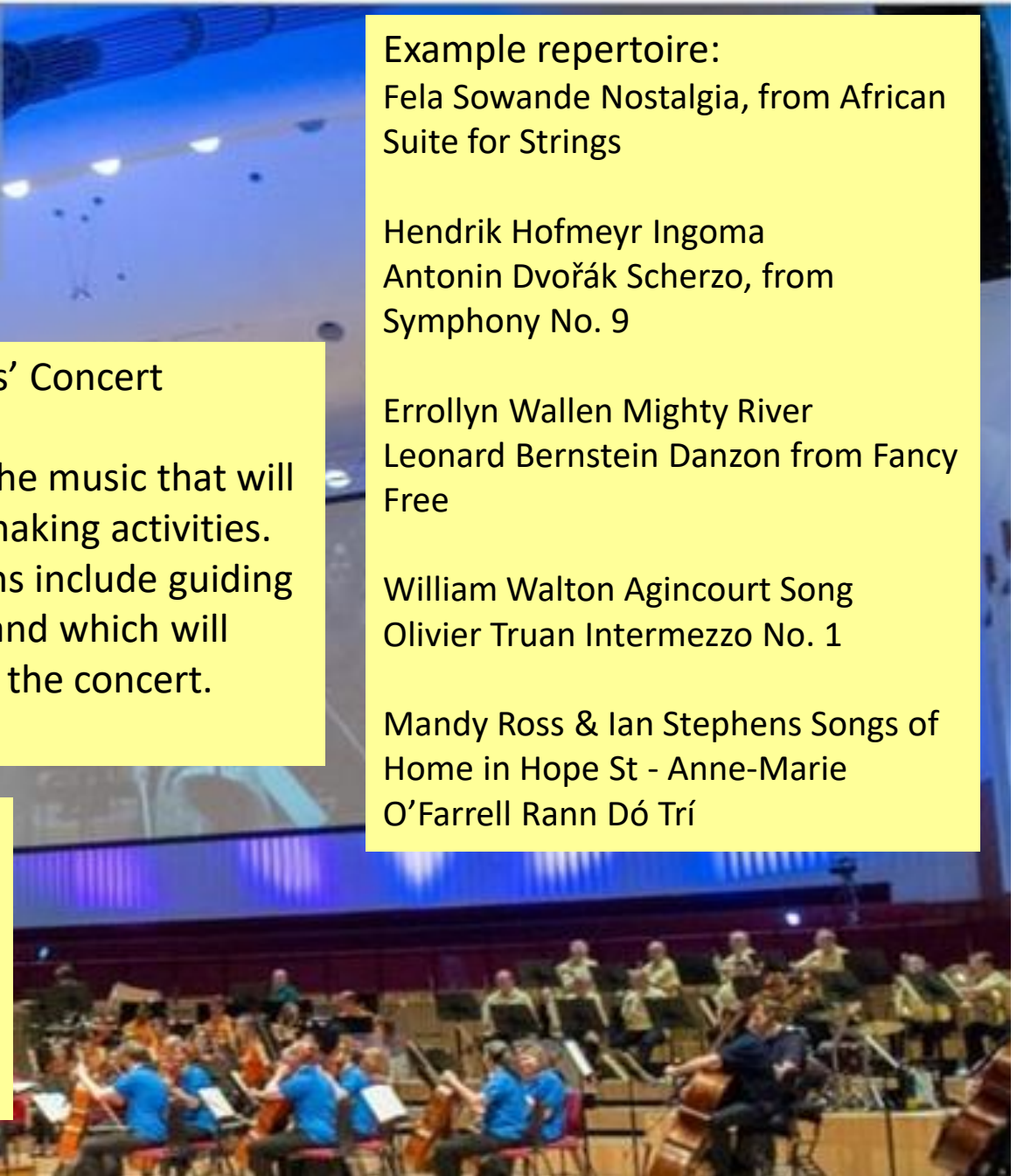
Fela Sowande Nostalgia, from African Suite for Strings

Hendrik Hofmeyr Ingoma
Antonin Dvořák Scherzo, from Symphony No. 9

Errollyn Wallen Mighty River
Leonard Bernstein Danzon from Fancy Free

William Walton Agincourt Song
Olivier Truan Intermezzo No. 1

Mandy Ross & Ian Stephens Songs of Home in Hope St - Anne-Marie O'Farrell Rann Dó Trí



Year 5 Music

Summer 1

Compose, notate and perform a piece of Amazonian music

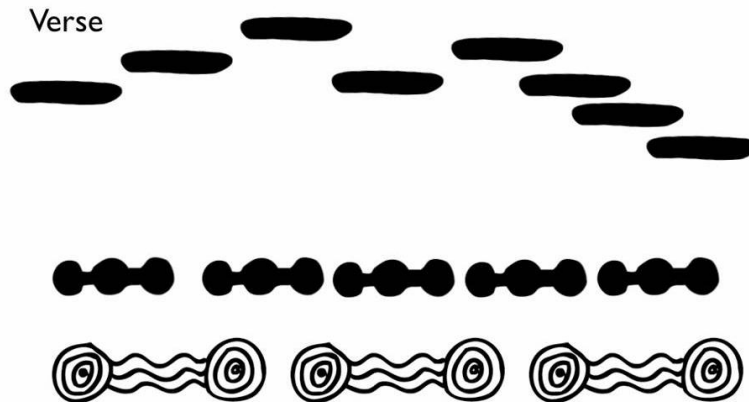
Key Learning:

I can create my own musical notation score
I can decide upon the tempo (speed) of changes from one symbol to the next
I can consider the general volume of the performance and whether it is always be at the same dynamic level
I can include improvised sections

Key Vocabulary:

pitch
short phrases and long phrases.
Improvise
melodic pattern.
melody
duration
rhythmic patterns
ostinati (repeated melody lines)
gesture
and notate.
metre (the way beats are grouped) of 3 or 4.
dynamics
crescendo (gradually getting louder) and diminuendo (gradually getting quieter).
dynamic choices such as accents (sudden loud notes, or sudden quiet notes).
tempo
timbre
texture

Verse

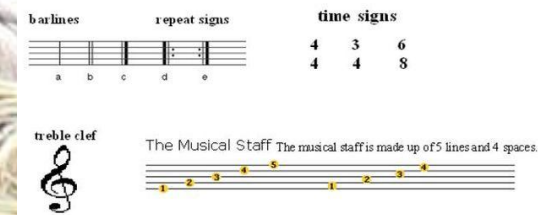


About this unit:

Within this theme, children will learn how to compose graphic notation. They will then use this knowledge to compose their own Amazon Adventure listening and memory games that will require them to not only compose, but also perform and understand a notation of their own choice.

Musical Notes and Rests

ITEM	NOTE	REST	VALUE (number of beats)
Sixteenth note/rest			1/4
Eighth note/rest			1/2
Quarter note/rest			1
Half note/rest			2
Dotted Half note/rest			3
Whole note/rest			4



Samba

Year 5 Summer Music

Objective: Identify the origins of samba and perform a part within a samba reggae performance



Vocabulary

Rhythm Agogo Bells
Syncopation
Samba Mestre
Bossa Nova Polyrhythm
Ostinato Apito
Riff Break
Carnival Call and Response

Tambourim
Tom Tom
Chocalho Caixa
Surdo Bateria
Battucada

Key Learning:

Listen and analyse music using the correct music vocabulary

Identify each of the samba instruments

Create a graphic score for a samba composition

Rehearse and perform in a group ensemble using a collection of different samba instruments

Develop your sense of playing to a pulse



Samba Reggae

Agogo Bells

One two three ba - na - na

Repinique

I've got a dog a great big dog

Ganza/ Shakers

sha - ka sha - ka sha - ka sha - ka sha - ka sha - ka sha - ka

Caixa / Snare

um ga ga um ga ga um ga ga um ga ga

Surdo

bim bom bim bom

Surdo

- ❖ The surdo is the 'heartbeat' of the samba band
- ❖ Surdo's are played with a soft beater and a hand to dampen some notes
- ❖ The surdo plays the 'bass' line
- ❖ If you play this part, you must be able to keep a beat really well!



Call

Response

x 3

