Topic: Blackbird (Beatles)   **Year: 5**   **Strand: Autumn**

What should I already know?

A range of technical vocabulary to appraise music

Sing as part of an ensemble

Play and perform in solo

Understand minims and quavers

Vocabulary

Ensemble – a music group

Note values - how long a note is

Texture - how the tempo, melodic, and harmonic materials are combined in a composition, thus determining the overall quality of the sound in a piece

Structure - the arrangement of a song and part of the song writing process

Compose – to create music

Note names - The first seven letters of the alphabet are used to name the music notes: A B C D E F G

Beatlemania – the Beatles became extremely popular and 'Beatlemania' was the term that the press gave to their fame

What will I know by the end of this unit of work?

The Beatles were a local band and had a significant impact on the world of music and fashion

The Beatles are one of the most successful bands ever

The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr

In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife. The civil rights movement – led by Martin Luther King Jr. – challenged this

To sing in unison with clear diction, controlled pitch and sense of phrase

Comparisons can be made across different pieces of music Using technical musical vocabulary

I will compose, paly and perform with n awareness of audience

Waterloo Primary School – Music Knowledge Organiser

Topic: Jazz **Year: 5** **Strand: Spring**

What should I already know?

Recognise some musical instruments

Know a range of musical styles

Appraise music with musical language

Copy rhythms using body percussion and instruments
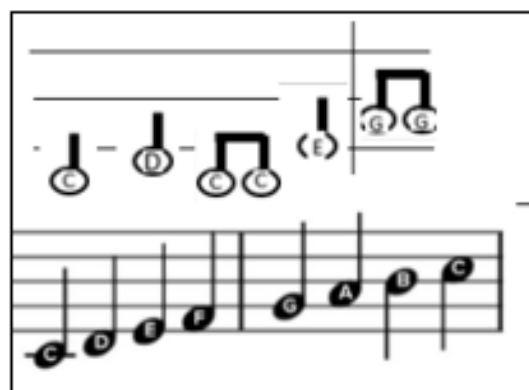
Sing as part of an ensemble

Play and perform in solo

What will I know by the end of this unit of work?

Swing/Jazz became popular in the 1940s. It was their equivalent of Pop music and people used to dance to it.

All the learning in this topic is about two tunes: Three Note Bossa and The Five Note Swing.

Vocabulary

Ensemble – a music group
Birdsong – music inspired by birds
Pentatonic scale – a musical scale with five notes per octave
Texture – how the tempo, melodic, and harmonic materials are combined in a composition, thus determining the overall quality of the sound in a piece
Structure – the arrangement of a song and part of the song writing process
Compose – to create music
Improvise – to make up something on the spot.
Hook – a musical idea, often a short riff, passage, or phrase to "catch the ear of the listener".
Riff – a repeated pattern or melody
Syncopation – a disturbance or interruption of the regular flow of rhythm
Swing – is a form of jazz that developed in the United States in the 1930s and 1940s
Note values – how long a note is
Note names – The first seven letters of the alphabet are used to name the music notes: A B C D E F G

Investigate

Does every song or piece of music have the same structure?

Topic: Glockenspiel	Year: 5	Strand: Summer

What should I already know?

How to play notes C, D, E and F on the glockenspiel

How to play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics

Vocabulary

Timbre - the character or quality of a musical sound.

Unison - performing at the same time or in the same pitch as other instruments/singers.

Melody - a sequence of single notes that make a tune.

Pitch - the sound produced by a instrument or voice, which can be high or low.

Improvise - to create and perform spontaneously and without preparation.

Ostinato - a continually repeated musical phrase or rhythm.

Dynamics - the volume of a sound or note.

Crotchet - a note that has a value of one beat. Minim - a note that has a value of two beats.

Semibreve - a note that has a value of four beats.

Dimensions of music - pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation.

What will I know by the end of this unit of work?

The difference between pulse and rhythm and be able to keep the internal pulse.

How to make musical decisions and get involved in musical leadership

How to create musical ideas for the group to copy or respond to

How to play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.

How to follow simple pieces using minims, crotchets and semibreves

How to improvise using a small range of notes

How to compose rhythmical and simple melodic patterns, using a range of notes

How to join layers of sounds, thinking about the musical dynamics of each layer and understanding the effect

To create increasingly complicated rhythmic and melodic phrases within given structures.