

1 – Listen & Appraise: Livin’ On A Prayer (Rock)

Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.

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 – 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).

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

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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

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 Rock music?

How do you know this is Rock music?

Knowledge Organiser – Classroom Jazz 1 – Year 5, Unit 2

1 – Listen & Appraise: The Three Note Bossa & Five Note Swing

Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated.

Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated.

Instruments/voices you can hear: Piano, bass, drums, glockenspiel

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.

Improvise in a Bossa Nova style using the notes G, A + B.

Improvise in a swing style using the notes D, E, G, A + B.

Did you play both? Which notes did you use?

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



About this Unit

Themes: Jazz and improvisation, and Swing.

Facts/info:

- Bossa Nova originated in South America.
- Swing became popular in the 1940s.

Listen to 4 other bossa nova or swing pieces:

- Desafinado by Stan Getz (swing)
- Cotton Tail by Ben Webster
- 5 Note Swing by Ian Gray
- Perdido by Woody Herman

Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

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 Bossa Nova and Swing?

How do you know this is Bossa Nova or swing music? Can you find out more about Bossa and Swing?

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?

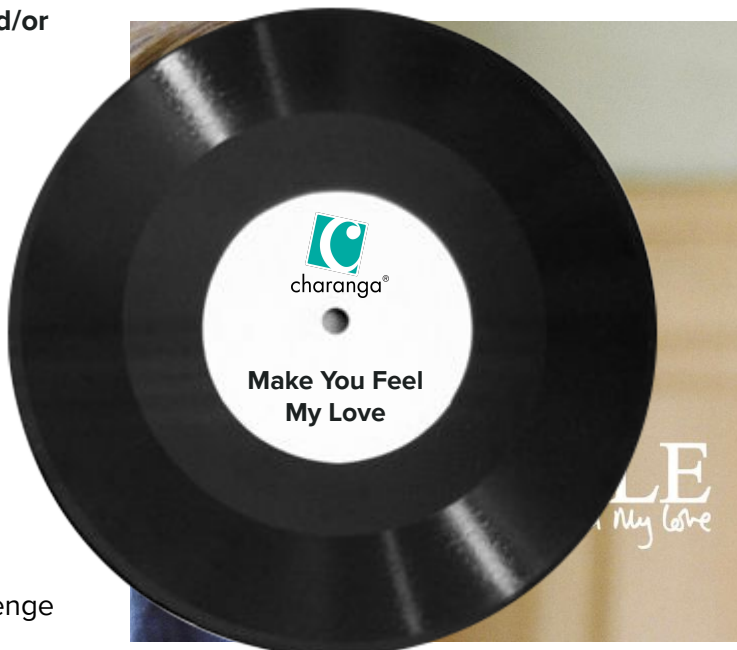
Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

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 1967 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?

1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

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

Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

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 – D, E + F.

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

Which challenge did you get to?

Singing/rapping 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 – D, G + A.

Which part did you play?

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

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

Which challenge did you get to?

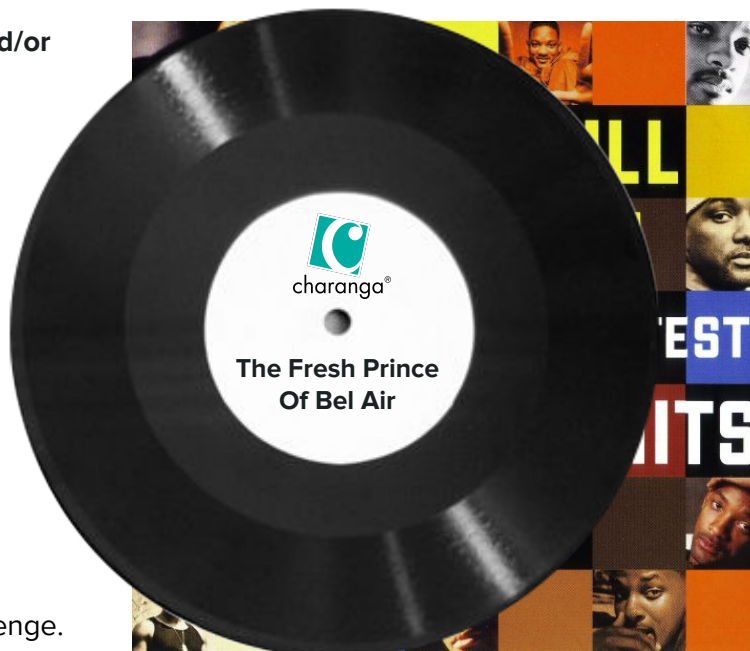
Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

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: Old-school Hip Hop.

Facts/info:

The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.

Listen to 5 other hip hop songs:

- Me Myself and I by De La Soul
- Ready or Not by Fugees
- Rapper's Delight by The Sugarhill Gang
- U Can't Touch This by MC Hammer
- It's Like That by Run DMC

Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, 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 Hip Hop?

How do you know this is Hip Hop?

Are there other hip hop artists do you know or like listening to? Any young female rappers?

1 – Listen & Appraise: Dancing In The Street (Motown)

Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

Instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

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 – F, G + A.

Bronze: F | Silver: F + G | Gold: F, G + A challenge.

Which challenge did you get to?

Singing in unison. And with backing vocals

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms).

Which part did you play?

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

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

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes 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: Motown.

Facts/info: Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.

Listen to 5 other Motown songs:

- I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops
- I Heard it Through the Grapevine by Marvin Gaye
- Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell
- You Are the Sunshine of My Life by Stevie Wonder
- The Tracks of My Tears sung by Smokie Robinson

Vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, 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 Motown?

How do you know this is Motown?

Knowledge Organiser Year 5 Unit 6 Reflect, Rewind & Replay

Theme

Facts/Info

Listen to 5 other pop ballads

**1 – Listen and Appraise -
Style Indicators of**

Structure

Instruments played

3 – Perform & Share

A group performance of Living on a Prayer by Bon Jovi from memory

Created for a specific audience and introduced by a member of the group

The performance will include one of the following

- improvisations
- instrumental performances
- compositions

Vocabulary + notation?



Some stuff/Questions etc feelings/story

2– Musical Activities

Warm-up Games

Bronze Challenge

Silver Challenge

Gold Challenge

Which challenge did you get to?

Singing

Play instrumental parts with the song by ear and /or from notation using the easy or medium part.

Which part did you play?

Improvise

Bronze Challenge

Silver Challenge

Gold Challenge

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G A B C D