

## Knowledge & Skills – Year 5

Unit	1	2	3	4	5	6
Title	<b>Livin' On a Prayer</b>	<b>Classroom Jazz 1</b>	<b>Make You Feel My Love</b>	<b>The Fresh Prince of Bel-Air</b>	<b>Dancing in the Street</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li><li>● To know the style of the five songs and to name other songs from the Units in those styles.</li><li>● To choose two or three other songs and be able to talk about:<ul style="list-style-type: none"><li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li><li>○ The lyrics: what the songs are about</li><li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li><li>○ Name some of the instruments they heard in the songs</li><li>○ The historical context of the songs. What else was going on at this time?</li></ul></li></ul>	<ul style="list-style-type: none"><li>● To identify and move to the pulse with ease.</li><li>● To think about the message of songs.</li><li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li><li>● Listen carefully and respectfully to other people's thoughts about the music.</li><li>● When you talk try to use musical words.</li><li>● To talk about the musical dimensions working together in the Unit songs.</li><li>● Talk about the music and how it makes you feel.</li></ul>

## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> </li> <li>● <b>Silver Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> </li> <li>● <b>Gold Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes</li> </ul> </li> </ul>

## Charanga Music scheme - Year 5 Knowledge and Skills Assessment Overview

### Singing

Knowledge	Skills
<ul style="list-style-type: none"><li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li><li>● To choose a song and be able to talk about:<ul style="list-style-type: none"><li>○ Its main features</li><li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li><li>○ To know what the song is about and the meaning of the lyrics</li><li>○ To know and explain the importance of warming up your voice</li></ul></li></ul>	<ul style="list-style-type: none"><li>● To sing in unison and to sing backing vocals.</li><li>● To enjoy exploring singing solo.<ul style="list-style-type: none"><li>To listen to the group when singing.</li></ul></li><li>● To demonstrate a good singing posture.</li><li>● To follow a leader when singing.</li><li>● To experience rapping and solo singing.</li><li>● To listen to each other and be aware of how you fit into the group.</li><li>● To sing with awareness of being 'in tune'.</li></ul>

### Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>● Different ways of writing music down – e.g. staff notation, symbols</li><li>● The notes C, D, E, F, G, A, B + C on the treble stave</li><li>● The instruments they might play or be played in a band or orchestra or by their friends</li></ul>	<ul style="list-style-type: none"><li>● Play a musical instrument with the correct technique within the context of the Unit song.</li><li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li><li>● To rehearse and perform their part within the context of the Unit song.</li><li>● To listen to and follow musical instructions from a leader.</li><li>● To lead a rehearsal session.</li></ul>

### Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back melodic patterns</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>