



Year 5 Music- Knowledge organiser: Unit 2

Skills:

Listening

What is the structure?

Three Note Bossa: Intro tune, lead tune, lead repeated, improvisation, lead repeated

Five Note Swing: 8-bar intro, the same 8-bar intro repeated, middle 8, head, head repeated

Which instruments or voices can you hear?

Piano, bass, drums and glockenspiel

Musical Activities

Using glockenspiels or recorders:

- play by ear using the notes G, A & B or D, E, G, A & B

Improvising

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

Key vocabulary

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

National Curriculum objectives:

Pupils should be taught to:

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Unit Title: Classroom Jazz 1

This is a six-week Unit of Work focused around two tunes: Three Note Bossa and Five Note Swing

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

Linked Songs and music

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

Unit theme

Jazz, improvisation and swing

Knowledge:

Listen and Appraise

To know songs from memory, who sang or wrote them, when they were written and, if possible, why?

To choose and be able to talk about:

- Some of the style indicators of the songs (musical characteristics that give the songs their style)
- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)

To identify the main sections of the songs (intro, verse, chorus etc.)

To name some of the instruments they heard in the songs

To understand the historical context of the songs. What else was going on at this time?

