



Musicians



Year 5 Music- Knowledge organiser: Unit 5

Skills:

Listening

What is the structure?

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

Which instruments or voices can you hear?

Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

Is the tempo fast, slow or in-between?
Discuss the dynamics and texture.

Musical Activities

Using glockenspiels or recorders:

- play and copy back using F, G & A

Singing

Sing in unison and with backing vocals

Playing instruments

Play complex rhythms using up to 2 notes: F & G

Improvising

Improvise using up to 3 notes: D, E & F

Composing

Compose a simple melody using simple rhythms choosing from C, D, E, F & G

Unit theme

Motown



National Curriculum objectives:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- use and understand staff and other musical notations

Unit Title: Dancing in the Street (Motown)

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.

Linked Songs and music

- 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

Knowledge:

Singing

To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse

To choose a song and be able to talk about:

- Its main features
- Singing in unison, the solo, lead vocal, backing vocals or rapping

To know what the song is about and the meaning of the lyrics

To know and explain the importance of warming up your voice

Playing

To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols

To recognize the notes C, D, E, F, G, A, B + C on the treble staff

The instruments they might play or be played in a band or orchestra or by their friends

Key vocabulary

Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure