





Caroline Haslett Primary School - Music

Unit 3 Music Style: Pop Ballads	Year 5	Make You Feel My Love
<p>Knowledge – What I will know at the end of the unit.</p> <p>Sing: To know how to sing in unison, the solo, lead vocal, backing vocals.</p> <p>Play: To know notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>Improvise: To know that using one or two notes confidently is better than using five</p> <p>Compose: To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends</p> <p>Perform: To know that a performance can be a special occasion and involve an audience including of people you don't know.</p> 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Ballad – a gentle love song. • Bass – low tones • Chorus – a repeated section in a song which gives the main message. • Compose – create and develop musical ideas and 'fix' them • Cover – a version of a song performed by someone other than the original artist. It might sound a bit or very different from the original. • Drums  <ul style="list-style-type: none"> • Dynamics – how loud or quiet something is. • Ending – short section which brings the song or piece to an end. • Guitar  <ul style="list-style-type: none"> • Improvise – to make up a tune and play it on the spot. • Interlude – a passage of music played between the main theme. • Melody – another name for tune. • Piano  <ul style="list-style-type: none"> • Pitch – the range of high and low sounds within music. • Pulse – the heartbeat or steady beat of a song/piece of music. • Rhythm – the combination of long and short sounds to make patterns. • Structure – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece. • Tag – (Usually) a short ending, tagged on to the main part of the song • Tempo – describes how fast or slowly the music is played. • Texture – a musical dimension that describes the layers of sound in music. • Timbre – a musical dimension that describes the quality and character of the sound of the instruments used. • Verse – a section in a song which has the same tune but different words. 	
<p>Activities</p> <ul style="list-style-type: none"> • Warm-Up Games <ul style="list-style-type: none"> ○ Play and copy back using up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge • Singing <ul style="list-style-type: none"> ○ In unison • Playing instruments <ul style="list-style-type: none"> ○ 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. • Improvise <ul style="list-style-type: none"> ○ Use up to 3 notes – C, D + E. Bronze: C Silver: C + D Gold: C, D + E challenge • Compose <ul style="list-style-type: none"> ○ A simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. • Perform <ul style="list-style-type: none"> ○ The performance will include either improvisations, instrumental performances or compositions. 		

Skills

- **Sing:** To follow a leader when singing.
- **Play:** 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.
- **Improvise:** Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
- **Compose:** Explain the keynote or home note and the structure of the melody.
- **Perform:** To communicate the meaning of the words and clearly articulate them.

Through the year, knowledge and skills are built on and practised to consolidate and improve.