


**Caroline Haslett Primary School - Music**

<b>Unit 2</b>		
<b>Music Style: Bossa Nova and Swing</b>	<b>Year 5</b>	<b>Classroom Jazz 1</b>
<b>Knowledge – What I will know at the end of the unit.</b>		<b>Vocabulary</b>
<p><b>Sing:</b> To know and talk about a song's main features.</p> <p><b>Play:</b> To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols</p> <p><b>Improvise:</b> To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p><b>Compose:</b> 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><b>Perform:</b> To know that everything that will be performed must be planned and learned.</p>		<ul style="list-style-type: none"> <li>• <b>Appraising</b> – listening carefully and considering aspects of the music.</li> <li>• <b>Big band</b> – group of jazz musicians, usually more than 10. Usually split into 4 instrument sections (saxophones, trumpets, trombones and rhythm instruments).</li> <li>• <b>Bossa Nova</b> – a Brazilian dance music that has syncopated guitar rhythms.</li> <li>• <b>Dynamics</b> – a musical dimension indicating how loudly or quietly the music is being played.</li> <li>• <b>Hook</b> – the main musical idea from a song that we remember i.e. a short catchy phrase.</li> <li>• <b>Improvise</b> – to make up a tune and play it on the spot.</li> <li>• <b>Notation</b> – ways to visually represent music.</li> <li>• <b>Pitch</b> – the range of high and low sounds within music.</li> <li>• <b>Pulse</b> – the heartbeat or steady beat of a song/piece of music.</li> <li>• <b>Rhythm</b> – the combination of long and short sounds to make patterns.</li> <li>• <b>Riff</b> – a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.</li> <li>• <b>Solo</b> – an Italian word to describe playing, singing or performing of one person or on our own.</li> <li>• <b>Structure</b> – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece.</li> <li>• <b>Swing</b> – a type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect.</li> <li>• <b>Syncopation</b> – music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.</li> <li>• <b>Tempo</b> – describes how fast or slowly the music is played.</li> </ul>
		
<b>Activities</b>		
<ul style="list-style-type: none"> <li>• <b>Playing instruments</b> <ul style="list-style-type: none"> <li>○ Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.</li> </ul> </li> <li>• <b>Improvise</b> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>• <b>Perform</b> <ul style="list-style-type: none"> <li>○ Tell your audience how you learnt this piece and why. Record the performance and talk about it afterwards.</li> </ul> </li> </ul>		

**Skills**

- **Sing:** To listen to the group when singing. To demonstrate a good singing posture
- **Play:** Play a musical instrument with the correct technique within the context of the Unit song.
- **Improvise:** Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
- **Compose:** Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- **Perform:** To choose what to perform and create a programme.

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