

## Knowledge Organiser

**Year: 5**

**Subject: Music**

**Unit 3: Make You Feel My Love**

### Overview:

During this sequence of learning, pupils will learn about pop ballads through an integrated approach to music. Pupils will learn to sing, play, improvise and compose with this song by the artist Adele, as well as listen and appraise other pop ballads.

### What should I already know?

#### Songs and Styles

- To know that Bossa Nova is a style of Brazilian music derived from Samba. There is emphasis on Melody and has syncopated guitar rhythms.
  - To know that Swing became popular in the 1940s – it is a type of Jazz with an emphasis on the off-beat.

#### Appraising

- To be able to identify the structure of: three note Bossa and five note swing.
- To be able to identify the instruments and voices within the song - piano, bass, drums, glockenspiel

#### Improvising

- To be able to improvise in a Bossa Nova style using the notes G, A + B.
- To be able to improvise in a swing style using the notes D, E, G, A + B.
- To be able to talk about the notes used.

#### Playing

- To play instrumental parts using the glockenspiel or recorder with the music by ear using the notes G, A + B and D, E, G, A + B.

#### Performance

- To be able to introduce a performance to an audience.
- To be able to articulate how you learnt the piece and why.
- To perform with improvisations and instrumental parts.

### What will I know by the end of the unit?

#### Songs and Styles

- To be introduced to Pop Ballads through the following songs/music:
  - Make You Feel My Love by Bob Dylan
  - So Amazing by Luther Vandross
  - Hello by Lionel Ritchie
  - The Way You Look Tonight by Tony Bennett
  - Love Me Tender by Elvis Presley
- Know that 'Make You Feel My Love' is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.

#### Appraising

- To be able to identify the structure of 'Make You Feel My Love': piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.
- To be able to identify the instruments and voices within the song - strings, piano, guitar, bass, drums.
- To be able to identify the pulse when listening.
- To be able to talk about the song using musical terms – tempo, dynamics and texture.

#### Singing

- To be able to sing in unison.

#### Improvising

- To be able to improvise using up to 3 notes: C, D + E
- To be able to talk about the notes used.

#### Playing

### Vocabulary:

Ballad	A gentle love song
Verse	A section in a song which has the same tune but different words.
Chorus	A repeated section in a song which gives the main message.
Interlude	A passage of music played between the main theme.
Tag ending	(Usually) a short ending, tagged on to the main part of the song.
Strings	A string is the vibrating element that produces sound in string instruments such as the guitar, harp, piano (piano wire), and members of the violin family.
Melody	Another name for tune
Compose	Creating and developing musical ideas and 'fixing' them
Improvise	To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
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.
Pulse	The heartbeat or steady beat of a song/piece of music.
Rhythm	A musical dimension that describes the combination of long and short sounds to make patterns.
Pitch	A musical dimension that describes

<ul style="list-style-type: none"> <li>To play instrumental parts with the song by ear and/or from notation using up to 3 notes: C, D + E.</li> <li>To play instrumental parts using the glockenspiel or recorder with the music by ear using the notes G, A + B and D, E, G, A + B.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>To be able to compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>To be able to introduce a performance to an audience.</li> <li>To record a performance and reflect on how effective it was and what could be improved and how.</li> <li>To perform with improvisations, compositions and instrumental part</li> </ul> <div data-bbox="132 638 416 848" data-label="Image"> </div> <div data-bbox="501 687 740 922" data-label="Image"> </div>	<p><b>Tempo</b></p> <p><b>Dynamics</b></p> <p><b>Timbre</b></p> <p><b>Texture</b></p> <p><b>Structure</b></p>	<p>the range of high and low sounds</p> <p>: A musical dimension that describes how fast or slowly the music is played.</p> <p>A musical dimension indicating how loudly or quietly the music is being played.</p> <p>: A musical dimension that describes the quality and character of the sound of the instruments used.</p> <p>A musical dimension that describes the layers of sound in music.</p> <p>How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.</p> <p><b><u>Instruments</u></b></p> <div data-bbox="1182 1061 1353 1211" data-label="Image"> </div> <div data-bbox="1161 1240 1369 1451" data-label="Image"> </div> <div data-bbox="1145 1464 1398 1697" data-label="Image"> </div>
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