

Overview:

During this sequence of learning, pupils will focus on the Motown song 'Dancing In The Street' by Marvin Gaye song. They will study the dimensions of music (pulse, rhythm, pitch etc) through singing and playing instruments. They will understand how a piece of music is written and performed and can be changed or altered in different ways.

What should I already know?

Songs and Styles

- To revisit Old Hip-Hop songs/music

Appraising

- To be able to identify the structure, instruments and sounds within the song.
- 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 and rap in unison.

Improvising

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

Playing

- To play instrumental parts with the song by ear and/or from notation using up to 3 notes: D, G + A.

Composing

- To compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

Performance

- To be able to introduce a performance to an audience.
- To record a performance and reflect on how effective it was and what could be improved and how.
- To perform with improvisations, compositions and instrumental parts.

What will I know by the end of the unit?

Songs and Styles

- To be introduced to Motown songs/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

Motown is a 1960s label created from soul music. There is a rhythm section laying down the groove and a funk baseline. It was designed to dance to.

- 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

Appraising

- To be able to identify the structure of the song: intro,

Vocabulary:

Soul

Is a popular music genre that originated in the African American community throughout the United States in the 1950s and early 1960s. It combines elements of African-American gospel music, rhythm and blues and jazz

Groove

The rhythmic part of the music that makes you want to move and dance.

Riff

A short-repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

Bass line

The low-pitched instrumental part or line played by a rhythm section instrument such as the electric bass, double bass

Backbeat

Beats 2 and 4 in a drum-line or if we are clapping along with the music

Brass section

A section of the orchestra that consists of brass instruments

Harmony

Different notes sung or played at the same time to produce chords

Hook

A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

Melody

Another name for tune

Compose,

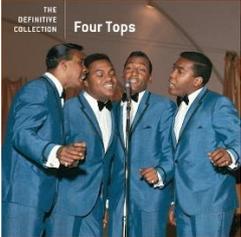
Creating and developing musical ideas and 'fixing' them

Improvise

To make up a tune and play it on the spot. There is an assumption that it can never be recreated.

Cover

Is a new performance or recording by a musician other than the original

<p>verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3</p> <ul style="list-style-type: none"> To be able to identify the instruments/voices you can hear: female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). To be able to identify the pulse when listening. To be able to talk about the song using musical terms - tempo, dynamics and texture. <p>Singing</p> <ul style="list-style-type: none"> To be able to sing in unison and with backing vocals. <p>Improvising</p> <ul style="list-style-type: none"> To be able to improvise using up to 3 notes: D, E + F To be able to talk about the notes used. <p>Playing</p> <ul style="list-style-type: none"> To play instrumental parts with the song by ear and/or from notation using up to 2 notes: F + G (complex rhythms). <p>Composing</p> <ul style="list-style-type: none"> To compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. <p>Performance</p> <ul style="list-style-type: none"> To be able to introduce a performance to an audience. To perform with improvisations, compositions and instrumental parts. To record a performance and reflect on how effective it was and what could be improved and how. <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>	<p>performer or composer of the song.</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p>	<p>The heartbeat or steady beat of a song/piece of music.</p> <p>A musical dimension that describes the combination of long and short sounds to make patterns.</p> <p>A musical dimension that describes 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>
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