

## Knowledge Organiser

Year: 5

Subject: Music

Unit 1: Livin' On a Prayer

### Overview:

Pupils will be focusing on rock music and using Bon Jovi's 'Livin' on a Prayer' as inspiration. They will continue to practise composition and improvisation.

### What should I already know?

### Vocabulary:

#### Songs and Styles

- To know the following music styles and style indicators:
- Pop - music that is popular at the time, particularly with young people.
- Grime - a rapid breakbeat of around 130bpm; rapping and an electronic sound in places
- Gospel - music that is Christian, usually sung with rich harmony, often with a call and response structure
- Classical - music composed between c.1720 and 1840, e.g., the era of Mozart, Joseph Haydn, and the young Beethoven

#### Appraising

- To be able to recognise the following instruments/vocals within the 4 songs: keyboard/digital sounds, electric guitar, acoustic guitar, bass, drums, synthesisers, piano, organ, percussion, male vocal, backing vocal, birdsong.
- To be able to identify the structure of a piece of music using the terms - intro, verse (1, 2 etc), chorus, bridge, outro.

#### Singing

- To know 4 songs off by heart - 'Mamma Mia', 'Stop!', 'Lean On Me', and 'Blackbird'.
- To be able to follow a conductor and have awareness of others when singing
- To be able to sing in unison and in two simple parts
- To know the correct singing posture.

#### Playing

- How to hold the recorder correctly and how to experiment with making sound using the recorder.
- How to play an instrumental part using the Glockenspiel/recorder and recognise the notes F, G, A, B and C on sheet music.
- How to play notes in time with a given rhythm.
- To be able to use scores/notations.

#### Improvising

- To be able to improvise using A, C, D, F & G
- To be able to 'copy back' and 'answer back' using instruments and up to 2 notes (C, D, F and G)

#### Composing

- Can write an 8-bar composition for a group to play with block or formal notation.

#### Performance

- To be able to communicate the meaning of the words and clearly articulate them
- Know that a performance involves communicating feelings, thoughts and ideas about the song/music.
- To be able to reflect on a performance in terms of how it made them feel, what was successful, what could be changed

#### Rock

Came from Rock'n'roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms.

#### Structure

How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.

#### 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 the range of high and low sounds.

#### Bridge

Contrasting section which leads back to main material.

#### Backbeat

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

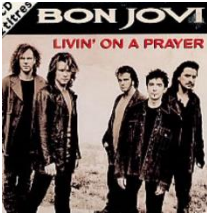

#### Tempo

A musical dimension that describes how fast or slowly the music is played

#### Texture

A musical dimension that describes the layers of sound in music.

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

<p><b>Songs and Styles</b></p> <ul style="list-style-type: none"> <li>To be introduced to rock music through the following songs/music: <ul style="list-style-type: none"> <li>Livin' on a Prayer by Bon Jovi</li> <li>We Will Rock You by Queen</li> <li>Smoke On The Water by Deep Purple</li> <li>Rockin' All Over The World by Status Quo</li> <li>Johnny B.Goode by Chuck Berry</li> <li>I Saw Her Standing There by The Beatles</li> </ul> </li> <li>To know that rock is a style of <b>popular music</b> that came from Rock'n'roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms.</li> <li>'Livin' on a Prayer is a Rock song that was released in 1986. The words tell us about life in the 1980's.</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>To be able to identify the structure of 'Livin' on a Prayer': Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.</li> <li>To be able to identify the instruments and voices within the song - lead vocal, electric guitar, bass guitar, drums, keyboard.</li> <li>To be able to find the pulse as you listen (steady beat)</li> <li>Can talk about the song using the following musical words - tempo (fast, slow or in-between), dynamics and texture</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To sing in unison, having an awareness of those around you.</li> </ul> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>To improvise using up to 3 notes - G, A + B.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>To play instrumental parts using the glockenspiel or recorder with the song by ear and/or from notation using G, A + B or D, E, F# + G</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>To perform a song which incorporates: improvisations, instrumental performances and compositions</li> <li>Know that everything that will be performed must be planned and learned</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To discuss and talk musically about their performance - "What went well?" and "It would have been even better if...?"</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 20px;">   </div>	<table border="1"> <tr> <td>Dynamics</td><td>A musical dimension indicating how loudly or quietly the music is being played.</td></tr> <tr> <td>Chorus</td><td>A repeated section in a song which gives the main message.</td></tr> <tr> <td>Riff</td><td>A short-repeated phrase, often played on a lead instrument such as guitar, piano or saxophone</td></tr> <tr> <td>Hook</td><td>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.</td></tr> <tr> <td>Improvise</td><td>To make up a tune and play it on the spot. There is an assumption that it can never be recreated.</td></tr> <tr> <td>Compose</td><td>Creating and developing musical ideas and 'fixing' them.</td></tr> <tr> <td>Amplifier</td><td>A device consisting of an amplifier combined with a loudspeaker - used to increase the volume of the sound produced by electric guitars and other musical instruments.</td></tr> </table>	Dynamics	A musical dimension indicating how loudly or quietly the music is being played.	Chorus	A repeated section in a song which gives the main message.	Riff	A short-repeated phrase, often played on a lead instrument such as guitar, piano or saxophone	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.	Improvise	To make up a tune and play it on the spot. There is an assumption that it can never be recreated.	Compose	Creating and developing musical ideas and 'fixing' them.	Amplifier	A device consisting of an amplifier combined with a loudspeaker - used to increase the volume of the sound produced by electric guitars and other musical instruments.
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