



# Music at Great Wheltenham

## C of E Primary School

Year: Year 4/5 – Cycle 1

Title	Fresh Prince Of Bel Air      Topic: Hip Hop      (Year 5 in Charanga)
Overview	The aim of this topic is to learn listen and appraise the Fresh prince of Bel Air and other hip-hop tunes, discussing the main features, as well as similarities and differences from other genres. We will then move onto musical activities that will include; vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress throughout the topic.
Knowledge Acquisition	Pupils will learn the song and use choreography to help remember it. We will use classroom instruments such as glockenspiels to engage the audience. We will learn the style indicators for this genre and compare it to others songs studied. We will use our voices in different ways to match the genre – performing our own composition within the song. We will finish the unit completing an end of unit performance – evaluating our own performances.
Key LOs	<ul style="list-style-type: none"> <li>➤ To learn the song, using choreography/movement to help me remember it.</li> <li>➤ To use classroom instruments to create an ensemble that engages the audience.</li> <li>➤ Understand some of the style indicators linked to this genre</li> <li>➤ Compare to other genres.</li> <li>➤ To know songs include different ways of using your voice (rapping).</li> <li>➤ Listen to rhythm and copy back.</li> <li>➤ Sing the song and play instrumental parts within the song, in time with the pulse.</li> <li>➤ Perform own composition within the song.</li> <li>➤ Prepare for the end-of-unit performance. Know a performance is sharing music with an audience.</li> <li>➤ To record and evaluate own performance.</li> </ul>
Key Vocabulary	Rap, pitch, tempo, instrumental, synthesiser, scratching, decks, improvise, compose, perform.
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Sing the song The Fresh Prince of Bel Air. Discuss that songs can tell a story or describe an idea.</li> <li>➤ Play instrumental parts and learn instrument names and how to treat them with respect.</li> <li>➤ Play own composition during the instrumental section of a track.</li> <li>➤ Sing and listen back, then copy with instruments.</li> <li>➤ Children will choreograph routine for a verse of the song, can they link this to a composition of music?</li> <li>➤ Children will compare songs such as.... Rapper's Delight by The Sugarhill Gang, U Can't Touch This by MC Hammer</li> </ul>

Title	Livin' On A Prayer Topic: Classic Rock (Year 5 in Charanga)
Overview	The aim of this topic is to learn listen and appraise a range of rock songs including Livin' On A Prayer by Bon Jovi, We Will Rock You By Queen, Smoke On The Water by Deep Purple and more. We will discuss the key features of this genre and compare with Hip hop. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progressthroughout the topic.
Knowledge Acquisition	Pupils will learn the song and use chorography to help remember it. We will use classroom instruments such as glockenspiels to engage the audience. We will learn the style indicators for this genre and compare it to others songs studied. We will use our voices in different ways to match the genre – performing our own composition within the song. We will finish the unit completing an end of unit performance – evaluating our own performances.
Key LOs	<ul style="list-style-type: none"> <li>➤ To learn the song, using choreography/movement to help me remember it.</li> <li>➤ Use classroom instruments to create an ensemble that engages the audience.</li> <li>➤ Understand some of the style indicators linked to this genre</li> <li>➤ Compare to other genres</li> <li>➤ Sing and listen back, then copy with instruments.</li> <li>➤ Listen to rhythm and copy back, using the notes G and A. To know that pitch means how high or low a note is.</li> <li>➤ To create an 8-bar composition for your group to play with block notation or formal notation.</li> <li>➤ To be able to explain what composition is, and how to record a composition.</li> <li>➤ To perform composition within the song.</li> <li>➤ To prepare for the end-of-unit performance.</li> </ul>
Key Vocabulary	Instrumental, Wham bar, guitar, bass, instrumental, pitch, thickness, texture, tempo.
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Warm up games that allow children to have fun while exploring the rhythm and pitch, including improvisation of rhythms, words and notes. Discuss meaning of improvisation – you can't be wrong! Better to improvise confidently with a few notes rather than many notes.</li> <li>➤ Learn to sing the song.</li> <li>➤ Add movement to the song to express how it makes you feel.</li> <li>➤ Rehearse the instrumental parts and play these when singing the song.</li> <li>➤ Compose your own piece of music to play within the performance (upto 3 notes)</li> <li>➤ Compare songs from the same genre looking for similarities and differences.</li> </ul>

Year 4/5 Cycle 2

Title	Mamma Mia Topic: 70s Pop (Year 4 in Charanga)
Overview	The aim of this topic is to learn listen and appraise a range of Abba pop songs including Dancing Queen, Winner Takes It All, Waterloo and more. We will discuss the key features of this genre and compare with other genres we have studied. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress throughout the topic.
Knowledge Acquisition	Pupils will learn the song and use choreography to help remember it. We will use classroom instruments such as glockenspiels to engage the audience. We will learn the style indicators for this genre and compare it to others songs studied. We will use our voices in different ways to match the genre – performing our own composition within the song. We will finish the unit completing an end of unit performance – evaluating our own performances.
Key LOs	<ul style="list-style-type: none"> <li>➤ To learn a song, using choreograph/movement to help me remember it and identifying the pulse.</li> <li>➤ Understand some of the style indicators linked to this genre</li> <li>➤ Compare to other genres and discuss how the songs make you feel, listening to others' ideas.</li> <li>➤ Use instruments to create an ensemble that engages the audience (recorder and glockenspiel)</li> <li>➤ Listen to rhythm and copy back, using instruments. Use the notes G, A, B.</li> <li>➤ To perform composition within the song.</li> <li>➤ To prepare for the end-of-unit performance</li> </ul>
Key Vocabulary	Pop, hook, introduction, pre-chorus, chorus, verse, instruments, pitch, tempo
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Warm Up Games (including vocal warm ups)</li> <li>➤ Sing and listen back, then copy with instruments.</li> <li>➤ Flexible Games (optional extension work)</li> <li>➤ Learn to sing the song</li> <li>➤ Play instruments with the song and improvise with the song.</li> <li>➤ Compose with the Song</li> <li>➤ Comparing songs from the same genre looking for similarities and differences.</li> </ul>

Title	Lean On Me (Bill Withers) Topic: Soul and gospel based songs (Year 4 in Charanga)
Overview	The aim of this topic is to learn listen and appraise a range of soul and gospel-based songs. These will include He Still Loves Me by Walter Williams and Beyoncé, Shackles by Mary Mary, Amazing Grace by Elvis Presley and many more. We will discuss the key features of this genre and compare with hip hop and rock. We will then move onto musical activities that will include vocal games, learning to sing the song, accompanying instruments and improvising with the song. Finally, we will put our work together to perform the song and share our learning progress throughout the topic.
Knowledge Acquisition	Pupils will learn the song and use choreography to help remember it. We will use classroom instruments such as glockenspiels to engage the audience. We will learn the style indicators for this genre and compare it to others songs studied. We will use our voices in different ways to match the genre – performing our own composition within the song. We will finish the unit completing an end of unit performance – evaluating our own performances.
Key LOs	<ul style="list-style-type: none"> <li>➤ To learn a song, using choreography/movement to help remember it.</li> <li>➤ To listen to others and watch a leader to keep in tune and in time.</li> <li>➤ To understand some of the style indicators linked to this genre.</li> <li>➤ To know a choir is a group of singers and a conductor is a musical leader. Discuss unison (singing together).</li> <li>➤ Compare to other genres</li> <li>➤ To use classroom instruments to create an ensemble that engages the audience.</li> <li>➤ To listen to rhythm and copy back with instruments, using the notes G, A and B.</li> <li>➤ To create an 8-bar composition for your group to play with</li> <li>➤ block notation or formal notation. Decide on a suitable way to record the composition.</li> <li>➤ To perform composition within the song.</li> </ul> <p>Prepare for the end-of-unit performance.</p>
Key Vocabulary	Rhythm, pulse, tempo, pitch, thickness, texture, dynamics, ballad, instruments, genre, vocals, backing vocals.
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Warm up games that allow children to have fun while exploring the rhythm and pitch.</li> <li>➤ Know the difference between pulse (steady beat) and rhythm. Clap back and create your own rhythms.</li> <li>➤ Learning to sing the song. Discuss the need to warm up your voice and a comfortable singing position.</li> <li>➤ Sing and listen back, then copy with instruments. Listen and playback your own musical answer.</li> <li>➤ Add movement to the song to express how it makes you feel.</li> <li>➤ Rehearse the instrumental parts and play these when singing the song (recorder and glockenspiel).</li> <li>➤ Compose your own piece of music to play within the performance (upto 3 notes).</li> <li>➤ Sing and play clearly with confidence in the performance. Decide best position to sit/stand.</li> <li>➤ Record your performance and evaluate it.</li> <li>➤ Comparing songs from the same genre looking for similarities and differences.</li> </ul>