

Year 5 Music: Unit 2 – Classroom Jazz 1.



Curriculum Key Question: How can I express myself?

Topic: Who were the Ancient Egyptians?

Key Vocabulary (including definition)

appraising	Listening carefully and considering aspects of the music
Bossa Nova	A Brazilian dance music that has syncopated guitar rhythms
syncopation	Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places
structure	Structure in music means the way the piece is built up.
Swing	A type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect.
improvise	To make up a tune and play it on the spot. There is an assumption that it can never be recreated
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.
tempo	A musical dimension that describes how fast or slowly the music is played.
dynamics	A musical dimension indicating how loudly or quietly the music is being played
riff	A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music.
hook	A 'musical hook' is usually the 'catchy bit' of the song that you will remember.

Themes: Jazz and improvisation, and Swing

This Unit of Work focuses on improvising. Using two great pieces, Three Note Bossa and Five Note Swing, the pupils will learn to play the pieces and then explore improvising.

1 – Listen & Appraise: The Three Note Bossa & Five Note Swing

Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated.

Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated.

Instruments/voices you can hear: Piano, bass, drums, glockenspiel

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.

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.

Did you play both? Which notes did you use?

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?
Tell your audience how you learnt this song and why.
Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances



What should I already know?

To think about the message of songs.
When you talk try to use musical words.
To listen to the group when singing.
To demonstrate a good singing posture.
Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts
Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
To choose what to perform and create a programme.
To communicate the meaning of the words and clearly articulate them.

Skills I will develop:

To identify and move to the pulse with ease.
Talk about the music and how it makes you feel, using musical language to describe the music.
To sing in unison and to sing backing vocals.
To listen to each other and be aware of how you fit into the group.
To sing with awareness of being 'in tune'.
To play a musical instrument with the correct technique within the context of the Unit song.
To rehearse and perform their part within the context of the Unit song.
To improvise using instruments in the context of a song to be performed.
To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"