

Year 5 Music: Unit 1 –

Rock Anthems- Livin' on a Prayer – Rock.



Curriculum Key Question: How can I express myself?

Topic: What is it like to be a Hindu?

Key Vocabulary (including definition)

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	Every piece of music has a structure e.g. an introduction, verse and chorus ending.
pulse	The heartbeat or steady beat of a song/piece of music.
rhythm	Long and short sounds or patterns that happen over the pulse.
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.
amplifier	The word amplifier (sometimes called an amp) usually refers to an electronic amplifier
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.
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.

1 – Listen & Appraise: Livin' On A Prayer (Rock)

Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B. challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G

Which part did you play?

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

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 • Compositions



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.

Skills I will develop:

To know and confidently sing a song and its parts from memory, and to sing them with a strong internal pulse.

To sing in unison and to sing backing vocals.

To know and be able to talk about the instruments they might play or be played in a band or orchestra or by their friends.

Select and learn an instrumental part that matches their musical challenge.

To rehearse and perform their part within the context of the Unit song.

To know and be able to talk about improvisation.

Improvise using instruments in the context of a song to be performed.

To know and be able to talk about a composition.

Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

To create a performance and discuss and talk musically about it - "What went well?" and "It would have been even better if...?"