

# Year 6 Term 2 Music: Classroom Jazz 2



**Curriculum Key Question: How can I express myself?**

**Topic: How were children affected by the Second World War?**

## Key Vocabulary

- **Blues:** A style of music characterised by its harmonic structure and the notes used to create the melodies.
- **Compose:** Creating and developing musical ideas and 'fixing' them
- **Dynamics:** A musical dimension indicating how loudly or quietly the music is being played.
- **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
- **Improvisation:** To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- **Jazz:** a type of music of Black American origin which emerged at the beginning of the 20th century, characterized by improvisation, syncopation, and usually a regular or forceful rhythm.
- **Melody:** Another name for tune.
- **Pitch:** A musical dimension that describes the range of high and low sounds
- **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.
- **Riff:** A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
- **Solo:** An Italian word to describe playing, singing or performing of one person or on our own.
- **Structure:** How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.
- **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.
- **Timbre:** A musical dimension that describes the quality and character of the sound of the instruments used.



This unit is about:

*Jazz*  
*Improvisation*  
*Composition*



**Listen to Jazz and Blues music from Duke Ellington, Earl Hines and more...**

**Listen to a piece of music in the style of Burt Bacharach. Discuss what styles, structures, instruments, voices, and musical dimensions we can hear.**

**Use glockenspiels and recorders to play along to the piece 'Bacharach Anorak'.**

**Improvise within the Blues style.**



*Record or perform our compositions for an audience!*

**What should I already know?**

How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together.

Singing: in unison, the solo, lead vocal, backing vocals or rapping

Different ways of writing music down – e.g. staff notation, symbols

The notes C, D, E, F, G, A, B + C.

About a range of instruments that might be played in a band or orchestra or by friends.

**Skills I will develop:**

- To be able to talk about the style indicators of Jazz and Blues music.
- Play a musical instrument with the correct technique
- Copy back two-note riffs by ear and with notation
- To identify and move to the pulse with ease
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- Use musical words when talking about the songs.
- To rehearse and perform their part within the context of the Unit song.
- Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

