

Year 5 Music: Term 3 Unit 3 – Make You feel My Love.



Curriculum Key Question: How can I express myself?

Topic: Who were the Ancient Egyptians?

Key Vocabulary (including definition)

ballad	A gentle love song
compose	Creating and developing musical ideas and 'fixing' them.
cover	A version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.
interlude	A passage of music played between the main theme.
structure	Structure in music means the way the piece is built up.
improvise	To make up a tune and play it on the spot. There is an assumption that it can never be recreated
melody	Another name for tune
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.
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
timbre	A musical dimension that describes the quality and character of the sound of the instruments used
tag ending	(Usually) a short ending, tagged on to the main part of the song.
verse	A section in a song which has the same tune but different words.
chorus	A repeated section in a song which gives the main message.

Themes: Pop Ballads.

Listen to 5 other pop ballads

- Make You Feel My Love by Bob Dylan
- So Amazing by Luther Vandross
- Hello by Lionel Ritchie
- The Way You Look Tonight by Tony Bennett
- Love Me Tender by Elvis Presley

1 – Listen & Appraise: Make You Feel My Love (Pop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

Instruments/voices you can hear: Strings, piano, guitar, bass, drums.

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 – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E 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 up to 3 notes – C, D + E.

Which part did you play?

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

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.
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...?"

