

Year 5 Music: Term 5 and 6 Unit 5 – Dancing in the Street.



Curriculum Key Question: How can I express myself?

Topic: Were the Vikings vicious?

Key Vocabulary (including definition)

Soul	Soul music (often referred to simply as soul) is a popular music genre that originated in the African American community throughout the United States in the 1950s and early 1960s
groove	The rhythmic part of the music that makes you want to move and dance.
riff	A short, repeated phrase, often played on a lead instrument such as guitar, piano, or saxophone.
melody	Another name for tune.
back beat	Beats 2 and 4 in a drum-line or if we are clapping along with the music.
harmony	Different notes sung or played at the same time to produce chords.
composing	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.
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.
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

Theme: Motown.

Facts/info: Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.

Listen to 5 other Motown songs:

- I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops
- I Heard it Through the Grapevine by Marvin Gaye
- Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell
- You Are the Sunshine of My Life by Stevie Wonder
- The Tracks of My Tears sung by Smokie Robinson

1 – Listen & Appraise: Dancing In The Street (Motown)

Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

Instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

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 – F, G + A.
Bronze: F | Silver: F + G | Gold: F, G + A challenge.

Which challenge did you get to?

Singing in unison. And with backing vocals

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms).
Which part did you play?

Improvise using up to 3 notes – D, E + F.
Bronze: D | Silver: D + E | Gold: D, E + F challenge
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes 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.



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...?"