



Year 5 Music KCV



Autumn 1: Livin' on a Prayer!

High Frequency Vocabulary	
Song	Beat
Lyrics	Rock
Rhythm	Listen
Pitch	Instruments
Pulse	Band
Tempo	Texture

Prior Learning
Children will know about singing, how their voices can sing sounds in various ways, creating various sounds.
Children will have a basic knowledge about tempo, pitch, rhythm and dynamics of a song and how these can change.
Children will have been exposed to songs from a variety different genres such as hip hop, Afropop, pop, RnB and Latin.
Children will have had experience of improvising, composing, and performing.
Children will be able to recognise a variety of different instruments within a song.



Subject Specific Vocabulary	
Rhythm	a strong, regular repeated pattern of movement or sound.
Pulse	The beat in the music.
Pitch	How high or low the note is.
Structure	the arrangement of a song.
Bridge	a passage of music that contrasts the verses and the chorus.
Improvise	Create or perform spontaneously without preparation.
Melody	A sequence of notes that make a tune.
Dynamics	the volume of a sound or note.
Tempo	the pace or speed at which a section of music is played.
Compose	Write or create
Hook	a short riff, passage, or phrase, that is used in music to "catch the ear of the listener".
Riff	a short repeated phrase in popular music.
Backbeat	a strong accent on one of the normally unaccented beats of the bar.
Amplifier	a device that makes an electronic signal stronger, and it's most often used to increase the volume of musical instruments.
Texture	describes how layers of sound within a piece of music interact.

Key Knowledge
By the end of the term children will have gained the following knowledge and skills:
How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
How to keep the internal pulse.
To choose two or three other songs and be able to talk about Some of the style indicators of the songs, the lyrics, any musical dimensions featured in the songs and where they are used, identify the main sections of the songs, name some of the instruments they heard in the songs and the historical context of the songs (what else was going on at this time?)
Listen and appraise rock music songs.
To use instruments to create an ensemble.

Key Concept Questions
How do you know a piece of music is rock?
What instruments are most often used in rock?
Which emotions are easiest to portray in a rock song?
Why do you think Livin' on a Prayer is still such a popular song?

