



Lodge Farm Primary School- Knowledge Organiser

Music Topic: Livin' on a Prayer

Year: 5 Term: Autumn 1

Key Knowledge/Content:

- **Listen and Appraise-** identify the structure of the song and instrument/voices that can be heard using correct musical vocabulary.
- **Musical activities-** learn to sing 'Mamma Mia'; play an instrumental part by ear using glockenspiels.
- **Improvise-** using up to 3 notes (A, G, B) on a glockenspiel.
- **Compose-** simple melody using simple rhythms choosing from the notes G, A + B or the pentatonic scale (G, A, B, D, E)
- **Performance-** contribute by singing, playing an instrumental part, improvising or perform their composition.

Links to:

Prior learning:

To sing songs from memory with accurate pitch

Future learning:

To observe rhythm, phrasing and accurate pitching when singing.

Key vocabulary with definition:

Prior vocabulary:

- Rhythm – Long and short sounds or patterns that happen over the pulse.
- Pitch – High and low sounds.
- Tempo – The speed of the music; fast or slow or in-between.
- Dynamics – How loud or quiet the music is.
- Timbre – All instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – Layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – Every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – The link between sound and symbol.
- Bridge- To connect sections of the song.

New vocabulary:

- Amplifier- An electronic device in a radio or stereo system which causes sounds or signals to get louder.
- Backbeat- An electronic device in a radio or stereo system which causes sounds or signals to get louder.

By the end of this unit

All children can: understand how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting; and **sing** a song in unison.

Most children can: play instrumental parts accurately and in time as part of the performance; and **compose** a melody using 3 notes

Some children can: identify changes in tempo, dynamics and texture; and **compose** a melody using the pentatonic scale

Background understanding for teachers and parents:

This unit will be focused around one song: Livin' on a Prayer. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.

Curriculum Driver (one):

Communication

Evidence outcome:

To use music specific vocabulary in a meaningful context and communicate through ensembles using their voices and playing musical instruments.