



Lodge Farm Primary School- Knowledge Organiser



Music Topic: Dancing in the Street

Year: 5 Term: Summer 1

Key Knowledge/Content:

- **Listen and Appraise-** Explore the musical characteristics that give the songs their style and explore where the musical dimensions are featured in the song.
- **Musical activities-** Clap different rhythms by reading rhythmic notation
- **Singing-** Learn to sing 'Dancing in the Street'.
- **Improvise-** Learn riffs and use them to create their own melody.
- **Compose-** Create an 8 bar composition.
- **Performance-** Share and perform the song and compositions.

Links to:

Prior learning:

To identify the main sections of a song.

Future learning:

To discuss the historical context of a song.

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.
- **Melody-** Another name for a tune.

New vocabulary:

- **Motown-** A style of rhythm and blues music named after the record company Motown in Detroit.
- **Soul-** Music that originated in black American gospel singing.
- **Groove-** The sense of rhythmic "feel" or sense of "swing" created by music.

By the end of this unit

All children can: identify the song's structure and name the instruments/voices heard; sing a song in two parts.

Most children can: describe the style indicators of Motown music; and play an instrumental part by ear.

Some children can: identify changes in tempo, dynamics and texture; and play an instrumental part by reading notation;

Background understanding for teachers and parents:

This unit is focused around one song: Dancing In The Street by Martha And The Vandellas. Children will listen and appraise other Motown tunes.

Curriculum Driver (one):

Communication

Evidence outcome:

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