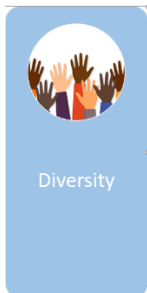




Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'



**Subject:** Music  
**Year group:** 5  
**Term:** Summer 1  
**Unit name:** Dancing in the Street (Charanga)  
**Subject Driver:** Diversity

Knowledge/Skills	
Listen and Appraise:	Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Identify instruments/voices. Find the pulse whilst listening.
Musical activities (using glocks and/or recorders)	Play and copy back. Sing in unison and with backing vocals. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Improvise using up to 3 notes. Compose a simple melody using simple rhythms.
Perform and Share	Decide how to introduce the performance. Add some choreography. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

About this unit:	
Themes	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	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
Vocabulary	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
Reflection	What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?



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**Big Ideas:**

Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

Identify instruments/voices.

Find the pulse whilst listening.

Play and copy back using up to 3 notes – F, G + A.

Sing 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).

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

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

Decide how to introduce the performance.

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

**Prior Learning:**

Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

Identify instruments/sounds.

Find the pulse whilst listening.

Play and copy back using up to 3 notes – D, E + F.

Sing/rap 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 – D, G + A.

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

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

Decide how to introduce the performance.

Add some choreography.

Tell your audience how you learnt this song and why.

Record the performance and talk about it afterwards.

