



**Subject:** Music  
**Year group:** 5  
**Term:** Autumn 1  
**Unit name:** Livin' on a Prayer (Charanga)  
**Subject Driver:** Diversity

About this unit:	
Themes	Rock Anthems
Facts/info	Rock
Listen	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman
Vocabulary	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.

Knowledge/Skills	
Listen and Appraise:	Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard. Find the pulse whilst listening.
Musical activities (using glocks and/or recorders)	Rhythm and Pitch Copy Back, and question and answer. Singing in unison. Play instrumental parts accurately and in time as part of the performance. Improvise in the lessons and as part of the performance. Compose a melody using simple rhythms and use as part of the performance.
Perform and Share	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?





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



**Big Ideas:**

**Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.**

**Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.**

**Find the pulse whilst listening.**

**Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.**

**Singing in unison.**

**Play instrumental parts accurately and in time as part of the performance.**

**Improvise in the lessons and as part of the performance.**

**Compose a melody using simple rhythms and use as part of the performance.**

**Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?**

**Prior Learning:**

Identify the themes: Equality, civil rights.

Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

Do the words tell a story?

Warm-up Games copy back, play, invent rhythmic and melodic patterns.

Play instrumental parts accurately and in time, as part of the performance.

Improvise in the lessons and as part of the performance.

Compose a simple melody using simple rhythms and use it as part of the performance.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

**Spiritual Development**

Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts. Colossians 3:16