



Year 5 – Music Skills

Knowledge Organiser – Make You Feel My Love

Key Skills and Knowledge

Prior Learning:

EYFS: Develops preferences for forms of expression, creates movement in response to music, makes up rhythms, captures experiences and responses with music, represents thoughts and feelings of music. Children sing songs, make music and experiment with ways of changing them.

Year 1: Rhythm, rap, Bossa Nova Latin-pulse, rhythm, pitch, pulse, types of music- Blues, Baroque, Latin, Bhangra, Folk and Funk, Latin and mixed styles, Western classical music, Listen with concentration and understanding to a range of high-quality live and recorded music, recognise instruments and basic style indicators. Encourage discussions using musical language. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Year 2: Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music, In The Groove- Blues, Latin, Folk, Funk, Baroque, Bhangra, Reflect, Rewind and Replay Western Classical Music

Year 3: Let Your Spirit Fly- R&B, Western Classical, Musicals, Motown, Soul, Glockenspiel Stage 1- Learning basic instrumental skills by playing tunes in varying styles, Three Little Birds-Reggae., Dragon Song-Folk Music, Bring Us Together Disco Music, Western Classical Music.

Year 4: ABBA 70's/80's music, analysing performance, music from Sweden, the structure of songs, Glockenspiel Stage 2, Stop-Grime, Classical, Bhangra, Tango, Latin Fusion, The Beatles-Blackbird-Influences of Civil Rights Movement on music.

Year 5: How Rock music developed from the Beatles onwards. Analysing performance, History of music - Jazz in its historical context, Pop Ballads -A Historical context for ballads, Hip Hop-composing own Rap, The history of Motown and its importance in the development of Popular music. Civil rights.

In this unit children will:

- Listen and appraise Pop ballad music including work by Bob Dylan, Adele, Luther Vandross, Lionel Ritchie, Tony Bennett and Elvis.
- Learn about the work of Bob Dylan and other pop ballad artists.
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.
- Sing and perform songs.
- Play glockenspiels within songs.
- Improvise using voices and instruments.
- Compose short piece of music.

Adele/Bob Dylan	Key Knowledge
<p><u>Make you feel my love</u></p> <p>In this unit of work children will build on previous learning. All the learning is focused around one song from Bob Dylan sang by Adele; make you feel my love.</p>	<ul style="list-style-type: none"> • To know who Adele is. • To know who Bob Dylan is. • To know some of the songs that Adele has sang and written. • To know some of the songs that Bob Dylan has written. • To know what instruments were in their songs. • To know that there are other artists that have covered some of Bob Dylan's songs other than Adele.

Musicians/Composers	Key Questions
 Adele  Bob Dylan	<p>What is Pop ballad music?</p> <p>What songs did Adele write?</p> <p>What songs did Bob Dylan write?</p> <p>What instruments feature in Adele's/Bob Dylan's music?</p> <p>Which is your favourite Pop ballad song and why?</p>

Vocabulary	
Ballad	A gentle love song.
Verse	A section in a song which has the same tune but different words.
Chorus	A repeated section in a song which gives the main message.
Interlude	A passage of music played between the main theme.
Tag ending	(Usually) a short ending, tagged on to the main part of the song.
Strings	A string instrument is a musical instrument that produces sound by means of vibrating strings. (e.g. violin, Harp, Cello, Guitar)
Piano	a large keyboard musical instrument with a wooden case enclosing a soundboard and metal strings, which are struck by hammers when the keys are depressed.
Guitar	It is a stringed instrument that makes music from the vibrations of strings. It's also a fretted and plucked string instrument.
Bass	It is a low or deep tone (low end frequency) in music.
Drums	It is a musical instrument that is struck with the hands or with a drum stick.
Melody	Another name for tune.
Compose	Creating and developing musical ideas and 'fixing' them.
Improvise	To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
Cover	A version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.
Pulse	the regular heartbeat of the music; its steady beat.
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.