

# Teacher Assessment – Livin’ On A Prayer – Year 5, Unit 1

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Listen & Appraise: Livin’ On A Prayer (Rock)

The children can:

- **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. Others will identify changes in tempo, dynamics and texture.**

## 2 – Musical Activities using glocks and/or recorders

**Most children** can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

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

**Bronze Challenge:** G.

**Silver Challenge:** G + A and reading notes.

**Gold Challenge:** G, A + B and reading notes.

**Singing** in unison.

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

**The easy part** G, A + B by ear **and from notation.**

**The medium part** D, E, F sharp + G by ear **and from notation.**

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

**Bronze Challenge:** G.

**Silver Challenge:** G + A.

**Gold Challenge:** G, A + B.

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

**Using the notes:** G, A + B.

**Using the notes:** G, A, B, D + E (pentatonic scale).

## 3 – Perform & 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?

### Teacher’s Notes



**Theme:** Rock anthems.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.

**What are the ‘style indicators’ of Rock music?**

*How do you know this is Rock music? Instruments used etc.? Refer to the Knowledge & Skills documents provided.*

**Vocabulary:** Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.

**Most children** will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**

# Teacher Assessment – Classroom Jazz 1 – Year 5, Unit 2

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Listen & Appraise: The Three Note Bossa & Five Note Swing

The children can

- **Identify the structure (Three note Bossa):** Intro tune, lead tune, lead repeated, improvisation, lead.
- **Identify the structure: (Five note Swing):** 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.
- **Identify instruments/voices:** Piano, bass, drums, glockenspiel.

## 2 – Musical Activities using glocks and/or recorders

The children can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.

**Improvise** in a Bossa Nova style using the notes: G, A + B.

**Improvise** in a swing style using the notes:

D + E.

D, E, G.

**D, E, G, A + B.**

## 3 – Perform & 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?

### Teacher's Notes



**Themes:** Jazz, improvisation and Swing.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**What are the 'style indicators' of Bossa Nova and Swing?**

*How do you know this is Bossa Nova or Swing music? Instruments used etc.? Refer to the Knowledge & Skills documents provided.*

**Vocabulary:** Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.

**Most children** will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**

# Teacher Assessment – Make You Feel My Love – Year 5, Unit 3

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Listen & Appraise: Make You Feel My Love (Pop)

**Structure:** Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

**Identify the instruments/voices:** Strings, piano, guitar, bass, drums.

**Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture?

## 2 – Musical Activities using glocks and/or recorders

**Most children** can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

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

**Bronze Challenge:** C.

**Silver Challenge:** C + D and reading notes.

**Gold Challenge:** C, D + E and reading notes.

**Singing** in unison.

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

**The easy part** C, D + E by ear **and from notation.**

**The medium part** C, D, E, F + G by ear and from notation.

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

**Bronze Challenge:** C.

**Silver Challenge:** C + D.

**Gold Challenge:** C, D + E.

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

**Using the notes:** C, D + E.

**Using the notes:** C, D, E, F + G.

## 3 – Perform & 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?

### Teacher's Notes



**Theme:** Pop ballads.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**What are the 'style indicators' of a Pop ballad?**  
*How do you know this is a Pop ballad? Instruments used etc.? Refer to the Knowledge & Skills documents provided.*

**Vocabulary:** Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

**Most children** will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**

# Teacher Assessment – The Fresh Prince Of Bel-Air – Year 5, Unit 4

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

The children can

- **Identify the piece's structure:** Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending
- **Identify the instruments/voices:** Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.
- **Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.**

## 2 – Musical Activities using glocks and/or recorders

**Most children** can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

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

**Bronze Challenge:** D.

**Silver Challenge:** D + E and reading notes.

**Gold Challenge:** D, E + F and reading notes.

**Singing/rapping.**

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

**The easy part:** D + A by ear **and from notation.**

**The medium part:** G + A by ear **and from notation.**

**The harder part:** C, D, E, F, G, A by ear **and from notation.**

## 3 – Perform & 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?

### Teacher's Notes



**Theme:** Old-school Hip Hop.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**What are the 'style indicators' of Hip Hop?**

*How do you know this is Hip Hop? Instruments used etc.? Refer to the Knowledge & Skills documents provided.*

**Vocabulary:** Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

**Most children** will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**

# Teacher Assessment – Dancing In The Street – Year 5, Unit 5

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 – Listen & Appraise: Dancing In The Street (Motown)

The children can

- **Identify the piece's structure:** Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.
- **Identify instruments/voices:** Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).
- **Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.**

## 2 – Musical Activities using glocks and/or recorders

**Most children** can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

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

**Bronze Challenge:** F.

**Silver Challenge:** F + G and reading notes.

**Gold Challenge:** F, G + A and reading notes.

**Singing** in two parts.

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

**The easy part:** G by ear **and from notation.**

**The medium part:** G + A by ear **and from notation.**

**The harder part:** F, G, A, + D by ear **and from notation.**

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

**Bronze Challenge:** D.

**Silver Challenge:** D + E.

**Gold Challenge:** D, E + F

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

**Using the notes:** C, D, + E.

**Using the notes:** C, D E, F + G.

## 3 – Perform & 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?

### Teacher's Notes



**Theme:** Motown.

**Listening to the additional 4 songs/pieces** in this unit will support and enrich the children's understanding of the unit theme and deepen their musical knowledge and experience.

**What are the 'style indicators' of Motown?**

*How do you know this is Motown? Instruments used etc.? Refer to the Knowledge & Skills documents provided.*

**Vocabulary:** Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

**Most children** will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**