

Knowledge Organiser

Subject: Music

Unit 2: Classroom Jazz 2

| Overview: | | |
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| <p>During this sequence of learning, pupils will build upon their previous knowledge from the Year 5 module, 'Classroom Jazz 1'. All the learning is focused around two tunes and improvising: 'Bacharach Anorak' and 'Meet The Blues'.</p> | | |
| What should I already know? | Vocabulary: | |
| <p>Builds on Year 5 - Classical Music 1</p> <p>Songs and Styles</p> <ul style="list-style-type: none"> To know that Bossa Nova is a style of Brazilian music derived from Samba. There is emphasis on Melody and has syncopated guitar rhythms. To know that Swing became popular in the 1940s - it is a type of Jazz with an emphasis on the off-beat. <p>Appraising</p> <ul style="list-style-type: none"> To be able to identify the structure of: Three note Bossa: intro tune, lead tune, lead repeated, improvisation, lead repeated. Five note Swing: 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated. To be able to identify the instruments and voices within the song - piano, bass, drums, glockenspiel. <p>Improvising</p> <ul style="list-style-type: none"> To be able to improvise in a Bossa Nova style using the notes G, A + B. To be able to improvise in a Swing style using the notes D, E, G, A + B. To be able to talk about the notes used. <p>Playing</p> <ul style="list-style-type: none"> To play instrumental parts using the glockenspiel or recorder with the music by ear using the notes G, A + B and D, E, G, A + B. <p>Performance</p> <ul style="list-style-type: none"> To be able to introduce a performance to an audience. To be able to articulate how you learnt the piece and why. To perform with improvisations and instrumental parts. | <p>Blues</p> <p>By ear</p> <p>Compose</p> <p>Dimensions of music</p> <p>Dynamics</p> <p>Hook</p> <p>Improvisation</p> <p>Jazz</p> | <p>A style of music characterised by its harmonic structure and the notes used to create the melodies</p> <p>To play a piece of music without referencing sheet music or a recording</p> <p>Creating and developing musical ideas and 'fixing' them</p> <p>The building blocks of music</p> <p>How loud or quiet the music is</p> <p>A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember</p> <p>To make up a tune and play it on the spot. There is an assumption that it can never be recreated</p> <p>A music genre that originated in the African-American communities of New Orleans, United States in the late 19th and early 20th centuries, with its roots in blues and ragtime</p> |
| What will I know by the end of the unit? | | |
| <p>Songs and Styles</p> <ul style="list-style-type: none"> To be introduced to Bacharach and Blues music To know that Bacharach Anorak has a Latin American groove. To know that Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz. Lyrics of Blues songs are full of emotion, telling the story of life and hoping for better days. It is written in simple time with four beats in a bar. | <p>Melody</p> <p>Pitch</p> <p>Pulse</p> | <p>Another name for tune</p> <p>High and low sounds</p> <p>The regular heartbeat of the music; its steady beat</p> |

- To listen to and appreciate four other pieces of music:
 - Take The 'A' Train by Duke Ellington
 - Speaking My Peace by H. Parlan
 - Back O'Town Blues by Earl Hines
 - One O'Clock Jump by Count Basie

Appraising

- To identify and describe what style indicators, you can hear.
- To identify and articulate the structure of the songs.
- To identify the instruments/voices that are heard and discuss these.
- To describe the musical dimensions of a chosen piece of music.

Improvising

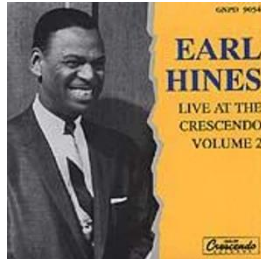
- To be able to improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.
- To be able to improvise in a Blues style using the notes C, Bb, G, F + C.

Playing

- To play instrumental parts using the glockenspiel or recorder with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues)

Performance

- To be able to introduce a performance to an audience.
- To be able to articulate how you learnt the piece and why.
- To perform with improvisations, instrumental performances and compositions.
- To discuss and talk musically about their performance - "What went well?" and "It would have been even better if...?"



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| Rhythm | Long and short sounds or patterns that happen over the pulse |
| Riff | A short-repeated phrase, often played on a lead instrument such as guitar, piano or saxophone |
| Solo | An Italian word to describe playing, singing or performing of on person or on our own |
| Structure | Every piece of music has a structure e.g. an introduction, verse and chorus ending |
| Tempo | The speed of the music; fast or slow or in-between |
| Texture | Layers of sound. Layers of sound working together make music very interesting to listen to |
| Timbre | All instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin |