



Context: (links to other subjects, prior knowledge, chronology, prev year groups etc.) Children will have previously learnt how to play the recorder. Children will have previously focussed on transcribing music through symbols and letters.

Vocabulary



Tier 2

- ⇒ syncopation
- ⇒ structure
- ⇒ improvise
- ⇒ compose

Tier 3

- ⇒ Bossa Nova
- ⇒ Swing
- ⇒ treble stave
- ⇒ riff
- ⇒ hook
- ⇒ tune
- ⇒ head

Knowledge



Jazz: Jazz is a type of music which was invented in the United States. Jazz music combines African-American music with European music. Jazz first became popular in the 1910s. It is still a popular music to play and hear because of the different styles. Some common jazz instruments include the saxophone, trumpet, piano, double bass, and drums.

- ◆ To know that a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Use this understanding to support their own composition work.
- ◆ To know that musical dimensions working together in instrumental pieces/songs (pulse, rhythm, pitch, tempo, dynamics, texture and structure).
- ◆ To know the notes C, D, E, F, G, A, B + C on the treble stave and where appropriate, use them.
- ◆ To know that there are different forms of written music e.g. graphic scoring, sound symbols.
- ◆ To know that the style indicators of Bossa Nova and Swing are different— Bossa Nova is a mixture of samba and jazz and Swing is a rhythmic style where the 8 notes are played as triplets.
- ◆ The term "head" is most often used in jazz and may refer to the thematic melody.

Skills



- To improvise using instruments in the context of songs they are learning.
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- To talk about the musical dimensions working together in instrumental pieces/songs (pulse, rhythm, pitch, tempo, dynamics, texture and structure).
- To understand and discuss the historical context of songs or instrumental pieces.
- To sing with awareness of being 'in tune'.
- To know and confidently sing songs and their parts from memory and to sing them with a strong internal pulse.
- To be able to talk about a song's main features (singing in unison, the solo, lead vocal, backing vocals or rapping).
- To know and use different forms of written music e.g. graphic scoring, sound symbols.
- To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.



Get inspired!

A singer Nina Simone said, "Jazz is not just music, it is a way of life, it is a way of being, a way of thinking".



Recommended reads

Born to Swing: Lil Hardin Armstrong's Life in Jazz by Mara Rockliff.



Memorable experience/outcome

Year 5 and Year 6 will both be working on the unit 'Jazz' therefore their memorable experience will both be to perform their Jazz piece to each other.