

## Music Year 5-Make You Feel My Love

In this unit of work children will learn about pop ballads through an integrated approach to music. Children will learn to sing, play, improvise and compose with this song by the artist Adele, as well as listen and appraise other pop ballads.

### In this unit children will:

- Learn about the key indicators of a pop ballad.
- Listen to and appraise a number of pop ballads by different artists.
- Learn about how pop ballads are often covered by different artists.
- Learn some of the key composers/song writers of pop ballads, including Bob Dylan, Adele, Billy Joel, Luther Vandross, Lionel Richie, Tony Bennett, Elvis Presley
- Learn to sing, play and compose pop ballads using recorders or glockenspiels.
- Learn about the structure of a pop ballad.

### 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, 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. 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:** South African Music, In The Groove- Blues, Latin, Folk, Funk, Baroque, Bhangra, Round And Round, Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion, Reflect, Rewind and Replay- Western Classical Music **Year 3:** R&B, Western Classical, Musicals, Motown, Soul, Glockenspiel Stage 1- Learning basic instrumental skills by playing tunes in varying styles, music from around the world, disco. **Year 4:** Music and styles of the 70s and 80s, analysing performance, Glockenspiel Stage 2- language of music, theory and composition, using scores / notation. **Year 5:** How rock music developed from the Beatles onwards. Analysing performance, Jazz in its historical context-Three Note Bossa and Five Note Swing.

**Cross Curricular Links -Literacy:** Poetry-Haiku

### Key Vocabulary

- **Pop ballad**-a gentle love song that is full of emotion.
- **Song writer**-the person who writes the words(lyrics) to the music sometimes known as a lyricist.
- **Power ballad**-a ballad becomes a power ballad when it has a rock backing using electric guitars and heavier drum patterns.
- **Composer**-the person who writes the music.
- **Subtle**-in a ballad the bass and drums are subtle (you can't notice them as stand- alone instruments like in rock music)

### Key Knowledge

- To know the key style indicator of a ballad is slow and gentle backing.
- To know ballads use instruments like strings and piano and acoustic guitar and the bass and drums are subtle.
- To know the words of the ballad are about lost love or celebrating love.
- To know the mood of the words and music match each other.
- To know that sometimes a Pop ballad can have a Rock backing and it then becomes a power ballad because of its more powerful backing using electric guitars and heavier drum patterns.

### Key Questions

- What is a pop ballad?
- What are the key style indicators?
- Who are some key pop ballad artists and song writers/composers?
- What is the difference between a pop ballad and a power ballad?