

Music Summer 1-Year 5-Dancing In the Street

In this unit of work children will learn to sing and perform the song 'Dancing in the Street' by Martha and the Vandellas. They will examine soul music, in particular music from the Motown era.

In this unit children will:

- Learn to sing and perform the song 'Dancing in the Street' by Martha and the Vandellas.
- Learn about cover versions of the song and the artists that have performed it.
- Examine the period in musical history of the record label Tamla Motown and its key artists.
- Learn to play the melody to the song on either glockenspiels or recorders.
- Participate in vocal warm ups and breathing exercises.
- Listen and appraise other songs from the Motown label including: I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops, I Heard it Through the Grapevine by Marvin Gaye, Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell, You Are the Sunshine of My Life by Stevie Wonder and The Tracks of My Tears sung by Smokie Robinson.
- Learn about the key indicators of soul music.
- Continue to develop the skill of identifying key instruments.
- Compose and improvise a simple melody using simple rhythms choosing from the notes C, D, E, F + G. C, D, E, F + G.

DANCING IN THE STREET
THERE HE IS (AT MY DOOR)



Key Vocabulary

- **Soul:** a popular music genre that originated in the African American community throughout the United States in the 1950s and early 1960s. It combines elements of African-American gospel music, rhythm and blues and jazz.
- **Groove:** The rhythmic part of the music that makes you want to move and dance.
- **Bass line:** the lowest part or sequence of notes in a piece of music.
- **Backbeat:** Beats 2 and 4 in a drum-line or if we are clapping along with the music.
- **Brass section:** a section of a band/orchestra or a section of the music that features only brass instruments, e.g. trumpet, trombone etc.
- **Harmony:** Different notes sung or played at the same time to produce chords.
- **Hook:** 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.
- **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.
- **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.
- **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.
- **Improvise:** To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- **Compose:** creating and developing musical ideas and 'fixing' them.
- **Melody:** another name for the tune.
- **Dynamics:** how loud or quiet the music is.
- **Tempo:** the speed of the music; fast or slow or in-between.

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, Ho Ho Ho - a Christmas song, 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:** 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.

Key Questions

- What is soul music and what are its origins and key indicators?
- Why was the record label Tamla Motown important and who were the key artists on this label?
- What are covers and which version do you prefer of Dancing in the Street?
- Which Motown song is your favourite and why?

Key Knowledge

- To know that Soul music originated in the African American community throughout the United States in the 1950s and early 1960s. It combines elements of African-American gospel music, rhythm and blues and jazz. Its key indicators include: the use of church-rooted call-and-response, vocal intensity, sweeping string arrangements, syncopated rhythms, blaring horns and raw vocals.
- To know that Tamla Motown was highly important in the Black Civil Rights Movement in the U.S and that it has gone on to influence many other artists. Some key artists included: Smokey Robinson & the Miracles, Stevie Wonder, The Supremes, Marvin Gaye, The Temptations, The Four Tops, The Jackson 5.
- To know what a cover version is.
- To be able to use musical vocabulary to describe personal preferences.

