

# Alder Coppice Primary School Summer Term Unit Information

## Year 5 - Term 3



| Title<br>No. lessons                            | About the unit  | Musical material   |
|---|---|--|
| <b><i>Madina tun nabi</i></b><br>-<br>6 lessons | <p><b>Focus:</b> Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone.</li> <li>• Sing a song in two parts with expression and an understanding of its origins.</li> <li>• Sing a round and accompany themselves with a beat.</li> <li>• Play a drone and chords to accompany singing.</li> <li>• Listen and copy back simple rhythmic and melodic patterns.</li> </ul> | <p><b>Song Bank:</b> <i>Madina tun nabi</i>; <i>Siren</i>; <i>Alphabet of nations</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Madinah tun nabi</i> (Aashiq al-Rasul).</li> <li>• <i>Burdah Maula ya Sali</i> (Mesut Kurtis).</li> <li>• <i>A is for Allah</i> (Zain Bhikha).</li> <li>• <i>Ya Thabyat Elban</i> (Youssef Yaseen &amp; Tomas Latorre).</li> <li>• <i>Room 310</i> (Lynn Adib).</li> <li>• <i>Sastanâqqâm</i> (Tinariwen).</li> <li>• <i>Hey ho, nobody home</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Nami nami</i> (ODO Ensemble).</li> </ul>                 |
| <b>Building a groove</b><br>-<br>3 lessons      | <p><b>Focus:</b> Beat, rhythm, basslines, riffs.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</li> <li>• Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</li> </ul>   | <p><b>Song Bank:</b> <i>Do your dooty</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Watermelon man' from <i>Head Hunters</i> (Herbie Hancock).</li> <li>• <i>Jesus you're worthy to be praised</i> (Potter's House Mass Choir).</li> <li>• The drums – learning the parts of the drum set (MonkeySee).</li> <li>• Drum groove audio tracks (Sing Up).</li> <li>• <i>Cissy strut</i> (The Meters).</li> <li>• <i>Le freak</i> (Chic).</li> </ul>  |
| <b><i>Época</i></b><br>-<br>3 lessons           | <p><b>Focus:</b> Texture, articulation, rhythm, tango.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</li> <li>• Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li> <li>• Demonstrate an understanding of the history of Argentine Tango.</li> </ul>  | <p><b>Song Bank:</b> <i>Ronda de los conejos</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Época</i> (Gotan Project).</li> <li>• <i>Move and freeze</i> Brain breaks: action songs for children (The Learning Station).</li> <li>• <i>Libertango</i> (Astor Piazzolla).</li> <li>• Tango dancers on the streets of Buenos Aires (Amazing World Videos).</li> <li>• How does the accordion work? <i>Discover instruments series</i> (Classic FM).</li> <li>• Sheku Kanneh-Mason – cello <i>Discover instruments series</i> (Classic FM)</li> <li>• Intro to drums (The Instrumentals).</li> </ul> |