



Year 5 – Autumn 2

Knowledge Organisers



Year 5 - Branch 2

Prophecy & Promise



Big Question: How does God's promise to David help Christians understand who Jesus is and how we can pray and reflect on His life today?

Key Vocabulary

Advent	
Anointing	
Antiphon	
David	
Psalms	
Samuel	

Scripture

- 1 Samuel 16:1-13: anointing of David (a great king)
- 1 Samuel 17:1-11, 32-54: David and Goliath
- 2 Samuel 5:1-5: David becomes king
- 2 Samuel 5:1-5: David becomes king
- 2 Samuel 7: 8-15 God's covenant with David
- 1 Kings 2:1-4, 10-12: David's death
- Psalm 21, 23



What will we learn?

Show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context.	
Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians. Recognise links with God's covenant with Abraham.	
Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7.	
Recognise that David is a model of prayer, referencing one of the psalms.	
Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.	

Science

Mixtures and separation

Subject skills:
explain classify

observe

question

investigate

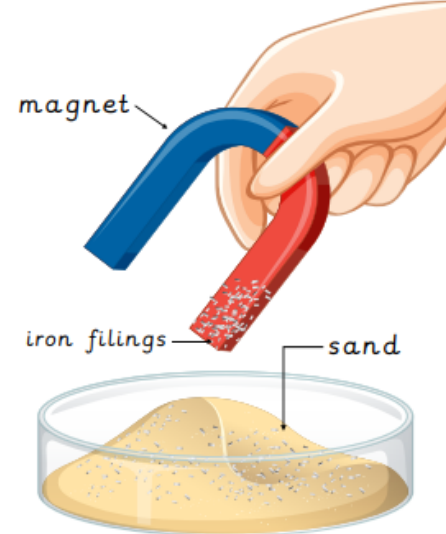
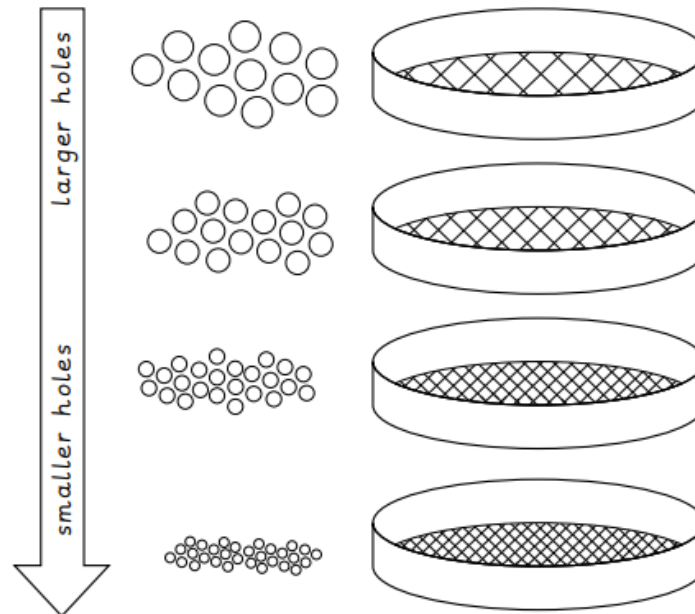
predict

evaluate



Mixtures: a **mixture** forms when two or more substances are mixed and remain present. The different parts of a mixture can be separated. Some examples are air, sand, gunpowder, fizzy drinks, soil and seawater.

Sieving: used to separate mixtures of solids which are different sizes, such as soil. A series of **sieves** with increasingly small holes separate out the particles from largest to smallest.



Magnets: used to separate mixtures of solids where the particles are similar sizes (so sieving is not practical) and one of the substances is **magnetic**, such as iron.



sand under a microscope

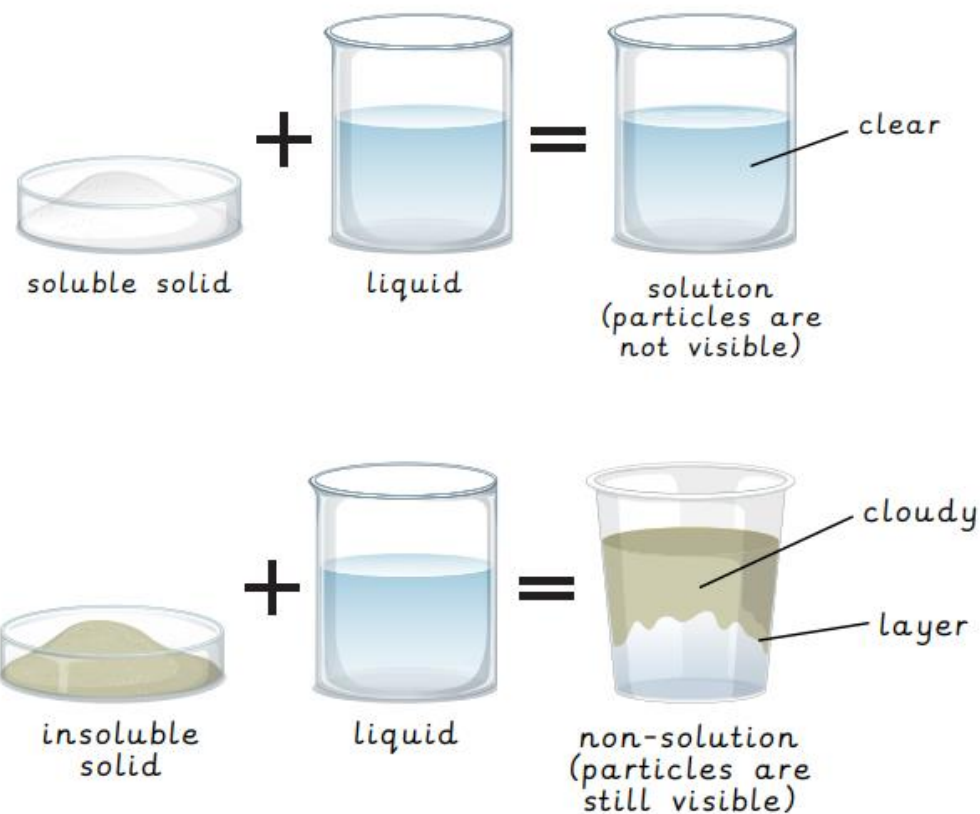
Filtering: used to separate mixtures containing a liquid and undissolved solids, such as sand and water. The mixture passes through a **filter** or **filter paper**. The gaps in the filter are small enough to let the liquid through but not the solid.





Mixtures and separation

Solutions: some substances can **dissolve** in a liquid to make a **solution**. Dissolving is when a substance spreads evenly throughout a liquid. Some examples of substances that are **soluble** (will dissolve) in water are: salt, sugar and tea. Some examples of substances that are **insoluble** (will not dissolve) in water are: sand and flour.



Factors affecting dissolving:

- Stirring decreases the time taken to dissolve.
- Smaller pieces of the soluble solid (e.g. loose sugar granules) will dissolve faster than larger pieces (e.g. a sugar cube).
- If the liquid is warmer, the solid will dissolve faster.
- Some solids are more soluble than others. For example, sugar is more soluble in water than salt and will dissolve faster.
- If a solid will not dissolve in water, it may dissolve in another liquid, such as alcohol.



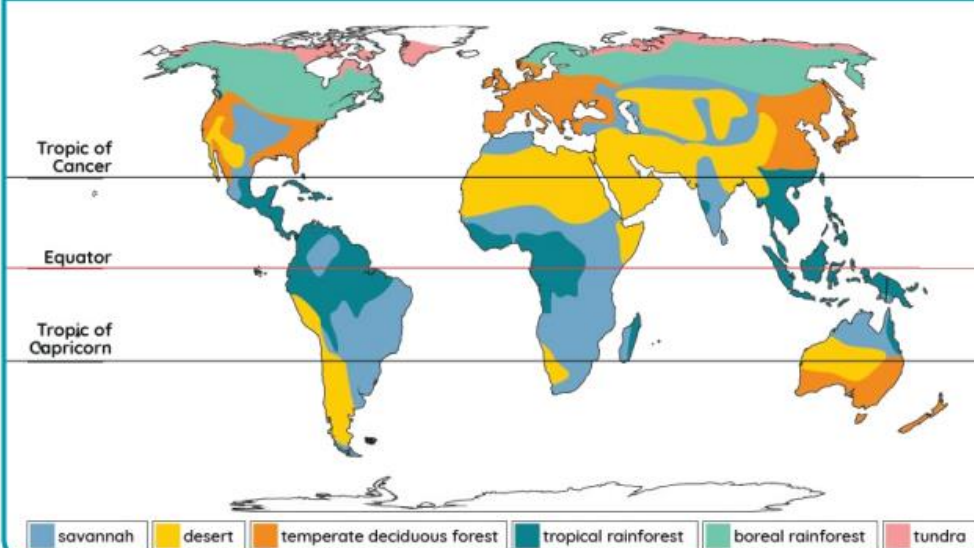
Evaporation: separates solutions. The solution is heated until the liquid evaporates. The dissolved substance will **crystallise** as the liquid **evaporates**. Salt flats form because of evaporation.

Geography

Would you like to live in the desert?

Subject skills: locate identify investigate explore compare
observe and record collect data evaluate

Where are hot desert biomes located?



A hot desert biome is hot, dry and arid, although temperatures can drop at night and occasional heavy downpours can occur.

Threats and dangers:



drought



desertification



flash floods

How do people use the Mojave Desert?

- Protecting areas of natural beauty in national parks.
- Recreational purposes like hiking or quad biking.
- Ranching and farming.
- Military bases and training.
- Mining precious minerals.
- Generating renewable energy.
- Living in settlements.



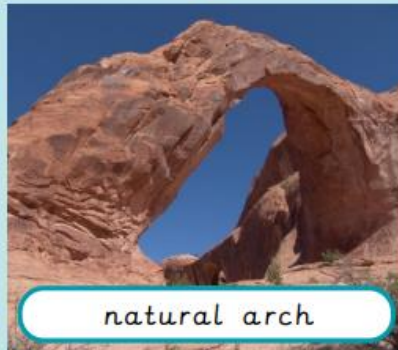
Would you like to live in the desert?

arid	Too little rain to support lots of vegetation.
barren	Land that cannot grow vegetation.
biome	An area of the world with a similar climate and landscape, where similar plants and animals live.
climate	Long-term weather conditions in a specific region.
desert	Any stretch of land with little to no rainfall and extremely sparse vegetation and wildlife.
mining	The process of digging up valuable minerals from the Earth's crust.
rainfall	The amount of rain falling in a place over a particular time.
ranching	Keeping animals on a large farm, particularly in the Americas.
renewable energy	Energy generated from a continuous source, such as wind or water.

Physical features in the Mojave Desert:



sand dune



natural arch



mushroom
rock



mesa



salt flat

D&T - Cooking and nutrition: Developing a recipe

Subject Skills: Plan, design, make and construct, evaluate, compare



As a guide, we recommend this product provides: 3 servings		
NUTRITION: (hob-heated and drained)	Typical values Per 100g	Per 1/3 can
Energy	342kJ 81kcal	302kJ 72kcal
Fat	0.6g	0.5g
of which saturates	<0.1g	<0.1g
Carbohydrate	12g	10g
of which sugars	<0.5g	<0.5g
Fibre	3.4g	3.0g
Protein	5.7g	5.0g
Salt	<0.01g	<0.01g

Nutritional value helps us understand how healthy a food is. Nutrition information on food labels can help us make better choices for our bodies by showing us the amounts of nutrients like fibre, protein and sugar.

Cross-contamination is when harmful bacteria from one food get onto another. To prevent it, use different coloured chopping boards for different types of food.

Red - raw meat

Blue - raw fish

Yellow - cooked meat

Green - salad and fruit

Brown - root vegetables

White - bakery and dairy



Spaghetti bolognese is a popular dish that can be adapted in many ways. Adapting and developing the recipe by adding, substituting and removing ingredients can ensure that it suits dietary needs and tastes.



Taste testing



Juicing



Snipping



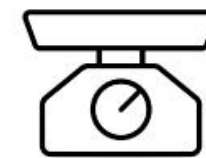
Grating



Mixing



Cutting



Measuring

D&T - Cooking and nutrition: Developing a recipe

Subject Skills: Plan, design, make and construct, evaluate, compare

adaptation	The process of changing something.
cook	To prepare food by heating it.
cross-contamination	When something harmful spreads from one food to another.
farm	To grow crops or keep animals as a business.
hygiene	Keeping things clean to prevent illness.
ingredients	The foods a recipe is made from.
label	Something that provides information about the product it is attached to.
nutrient	Substances that help living things stay healthy and grow.
nutritional value	The nutrients a food or recipe provides.
process	A series of actions.



Farmers rear cows.



The cows are killed and the meat matures.



The meat is processed and packaged.



The food is transported to shops.



Customers buy beef products.



The food is consumed.

Computing

Year 5 - Online safety

Subject Skills:
problem solve, digitally literate, responsible,
purposeful, sequence

app	The shortened word for application is a type of computer program typically found on smart phones and tablets.
bullying	The deliberate act of harming, intimidating or threatening someone else to cause them physical or emotional distress.
health	The mental and physical condition of a person or living thing.
judgement	To come to a sensible conclusion about a matter or a person.
memes	An image or video visual with some usually humorous writing added to it.
online communication	The way people communicate (share and receive information) with each other over a computer networks, such as the internet.
permission	The action of allowing something to happen.
well-being	The state of mind, health and happiness.

A strong password contains the following:

symbols (e.g
& £%)

at least 15
characters

numbers (e.g
123)

lowercase (e.g
abcd)

uppercase (e.g
ABCD)

Key facts

Apps require our permission for things such as accessing location or photo library.
It is important to know where these settings are.



Any form of online communication can be misinterpreted.
Text may be misread and emojis or memes could be misunderstood.



Technology can have both positive and negative effects on our health and wellbeing.



Tell a trusted adult if you are getting bullied online.
You can also get help from these places:

Childline
<https://www.childline.org.uk/>

NSPCC
<https://www.nspcc.org.uk/>

Computing

Computing - Programming: Music

Subject skills:
problem solve

digitally literate

responsible

purposeful

sequence



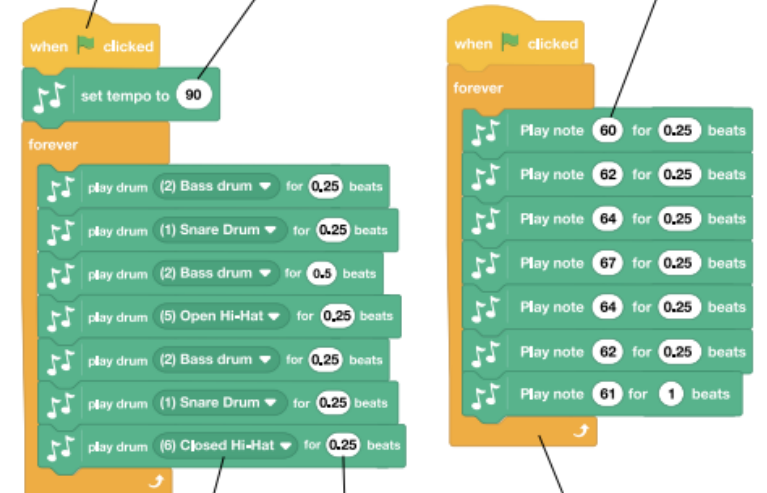
Debug	To find and fix errors in code.
Genre	A category of films with similar styles and themes.
Input	Information sent to a computer or program from a device, like a keyboard or mouse.
Loop	A repeated sequence of instructions.
Nested loop	A loop inside another loop, used to repeat actions multiple times within a larger repeated action.
Output	Information sent from a computer or program to a device, like a monitor or speakers.
Pitch	How high or low a sound is.
Program	A set of instructions that a computer follows.
Remixing	Changing and improving an existing project to make it your own.
Repeat	To do something again multiple times.
Rhythm	The pattern of long and short notes.
Tempo	The speed of the music (fast or slow).
Soundtrack	The music and sounds that go with a movie, game or story.

Creating a soundtrack in Scratch

This is the input to start the program.

The tempo sets how fast or slow the music will play.

This note can be changed to different pitches.



This is the type of drum that has been selected.

This is how long the note plays.

The forever block repeats the blocks inside it continuously until the program is stopped.

PSHE KNOWLEDGE ORGANISER

Key Learning

- I can understand how cultural differences can sometimes cause conflict
- I can recognise what racism is
- I can share thoughts and ideas about how rumour-spreading and name-calling can be bullying behaviours
- I can explain the difference between direct and indirect bullying
- I can compare my life with people in the developing world
- I can respect different cultures from my own

Celebrating Differences



Key Vocabulary

Culture	Name-calling
Conflict	Racist
Belong	Banter
Racism	Homophobic
Colour	Cyber-bullying
Race	Texting
Discrimination	Indirect / direct
Bullying	Developing World
Rumour	

Key Questions

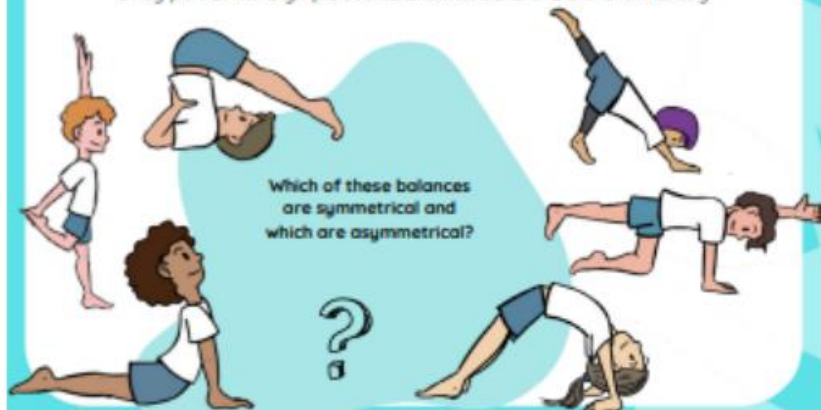
- What is our culture?
- Can people with different cultures be friends?
- How can differences in culture cause conflict?
- What is racism? Why is racism unfair? What are your feelings about racism?
- How can bullying affect how a person feels about themselves? Is this fair?
- Is money more important than happiness?
- What can we do to help people who are less fortunate than us?
- Can you show me how to do Calm me time?



Knowledge Organiser Gymnastics Year 5

About this Unit

Gymnastics began in ancient Greece as a way to exercise and develop physical strength. The Ancient Greeks practiced gymnastics as a way to prepare for war. In 1896, the first modern Olympics took place in Athens, Greece. Gymnastics was a key part of the Olympic events and traditions and still is to this day.



Which of these balances are symmetrical and which are asymmetrical?



Key Vocabulary

asymmetrical: not equal on both sides
canon: when performers complete the same action one after the other
cartwheel: an inverted movement performed on hands and feet
decide: to choose
extension: moving a body part outwards or straight
identify: recognise
inverted: where hips go above head
matching: to perform the same action as someone else
mirroring: reflecting the movements of another person as if they are a reflection
momentum: the direction created by weight and power
observe: watch
pathways: designs traced in space (on the floor or in the air)
performance: the complete sequence of actions
quality: the standard of the skill
stable: to be balanced
symmetrical: two parts that match exactly
synchronisation: moving at the same time
transition: moving from one action or position to another



Ladder Knowledge



Shapes:

Shapes underpin all other skills.

Inverted movements:

Sometimes you need to move slowly to gain control and other times you need to move quickly to build momentum.

Balances:

Use contrasting balances to make your sequences look interesting.

Rolls:

Work within your own capabilities, this may be different to others.

Jumps:

Use jumps to link actions. Change the shape of your jumps to make your sequence look interesting.

Movement Skills

- symmetrical and asymmetrical balances
- rotation jumps
- straight roll
- forward roll
- straddle roll
- backward roll
- cartwheel
- bridge
- shoulder stand

This unit will also help you to develop other important skills.

Social

work safely, support others, collaboration

Emotional

confidence, perseverance, resilience, determination

Thinking

observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences

Strategy

Use different pathways to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

If you enjoy this unit why not see if there is a gymnastics club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Limbo



What you need: a long stick or rope (maybe dressing gown ropes tied together), three people.

How to play:

- Two people hold either end of the stick or rope at chest height.
- Tap the stick or rope in a wavy motion so that it will fall easily when reached.
- Players take turns going under the stick without touching it. Each time they complete a round the stick gets lowered.

Rules: Only your feet can touch the floor.

Top tip: bend your knees and lean on your back as needed to travel under the stick.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Skills: Compete

Physical

Sportsmanship

Transferable skills

Improve

Persevere



Knowledge Organiser Netball Year 5 and Year 6

About this Unit

Netball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.



Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	



GS and GA: Anywhere in their own shooting goal third and the centre third, but not the other goal third.

GS and GA are allowed to shoot from within the shooting semi circle.



C: Everywhere except in the semi circles.

C takes the centre pass to start the game and every other centre.



GD and GK: Anywhere in their opponents shooting goal third, the centre third, but not the other goal third. GD and GK try to stop the GS and GA from scoring.

A netball court is split into thirds and different positions have different roles and are allowed in different areas of the court. In official netball, there are seven players in each team. In this unit, games will be played with five players per team.

- GS: Goal Shooter
- GA: Goal Attack
- C: Centre
- GD: Goal Defence
- GK: Goal Keeper

Can you think of any other invasion games that share these principles?



Key Vocabulary

abide: act in accordance with the rules
angle: formed when two lines come together at a shared point e.g. arm to floor
assess: make a judgement of the situation
ball carrier: person in possession
ball side: the space between the ball carrier and the person you are marking
close down: to reduce the amount of space for an opponent
contest: an event in which people compete
definite: clear
dominant: preferred side
draw: encourage movement of an opponent
drive: a fast movement that helps to tell the ball carrier that you want the ball
extend: to make longer
maintain: to keep
possession: to have
rebound: when a player attempts to shoot a goal but the ball hits the ring and bounces back into play
umpire: a person who makes sure the rules are followed



Ladder Knowledge



Sending & receiving:

Year 5: not having a defender between you and the ball carrier helps you to send and receive with better control.

Year 6: making quick decisions about when, how and who to pass to will help you to maintain possession.

Space:

Year 5: moving to space even if you do not receive the ball will help to create space for a teammate.

Year 6: transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

- throw
- catch
- change direction
- change speed
- shoot

This unit will also help you to develop other important skills.

Social communication, collaboration, respect

Emotional honesty and fair play, pride, empathise, persevere

Thinking select and apply, decision making, comprehension

Rules

- Footwork:** first foot to touch the ground when receiving a ball is the landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- Held ball:** a player has 4 seconds to pass or shoot.
- Replaying:** a player cannot regain possession of the ball, having dropped or thrown it, before it has been touched by another player or the post.
- Offside:** a player is offside if they enter an area of the court they are not allowed in.
- Over a third:** the ball must be touched in each third of the court. If the ball is not touched in each area it is called 'over a third'.
- Contact:** if a player contacts another player.
- Obstruction:** defenders are allowed one jump to mark the ball and must be 1m from the ball carrier.

Free pass is awarded to the non-offending team if the footwork, held ball, replay, offside or over a third rules are broken. The offending player is not out of play.

A penalty pass or shot (if these rules are broken within the shooting circle) is awarded to the non-offending team if the obstruction or contact rules are broken. The offending player is out of play and stands by the side of the player taking the pass/shoot.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a netball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Dodge the Defender

What you need: A chair and a ball or pair of socks, one or two players.

How to play:

- Imagine the chair is a defender that you need to move around. Keep facing forward as you move your feet around the chair. Work for 20 seconds in one direction and then 20 seconds in the other direction. Repeat x 3.
- Move around the chair for 30 seconds, change direction when your partner calls 'change'.
- Add in a ball. Either throw the ball around the chair by yourself and move your feet to collect it or have someone throw the ball to space around the chair for you to collect.
- Work for ten throws then rest and repeat x 4





Get Set 4
Education

Knowledge Organiser

Swimming Year 5 and Year 6

About this Unit

Swimming is a very important life skill. In this unit you will learn to:

- swim competently and confidently over a distance of at least 25 metres
- use a range of strokes effectively e.g. front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.



Did you know...



Gertrude Ederle was the first woman to swim across the English Channel.

Gertrude didn't learn how to swim until she was 9, but by the age of 17 she won a gold and a bronze medal at the 1924 Paris Olympics. At the age of 19, she became the first woman to swim across the English Channel. She had been told that a woman would not be able to swim that far, but not only did she swim that far, she also beat the previous record by two hours.

Key Vocabulary

afloat: floating on water

buoyancy: how able an object is to float in water

buoyant: when an object floats in water

conserve: to protect something

continuously: without gaps

dolphin kick: used for the butterfly stroke, created by a whipping motion with the legs

endurance: ability to keep going

exhale: to breathe out

flexed: bent

flutter kick: a kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down

huddle: a position for two or more people floating in cold water wearing life jackets and awaiting rescue

inhale: breathe in

motion: process of moving

outstretched: extended

personal best: a target outcome of an individual

propel: to move forward

retrieve: to collect

rotate: turn

somersault: to rotate 360° around a horizontal point

streamline: the position you get your body in to flow through the water easily

stroke: the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle

synchronised: when performers complete the same action at the same time

technique: the action used correctly

treading water: a survival technique used to keep the head above the water



Ladder Knowledge



Strokes:

Year 5: pulling harder through the water will enable you to travel the distance in fewer strokes and travel faster.

Year 6: making your body streamline helps you to glide through the water.

Breathing:

Year 5: breathing every three strokes helps to balance your stroke and allows me you to practise breathing on both sides.

Year 6: the more you practice your breathing in the water, the more your heart and lungs can work effectively and aid your muscles with the ability to utilise oxygen when swimming.

Water safety:

Year 5: a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.

Year 6: there are different survival techniques to use for different situations.

Movement Skills

- rotation
- scull
- tread water
- glide
- front crawl
- backstroke
- breaststroke
- surface dives
- float
- huddle and HELP position

This unit will also help you to develop other important skills.

Social support others, work safely, inclusion, communication, collaboration

Emotional determination, work fairly, honesty, confidence, perseverance

Thinking comprehension, creativity, make decisions, tactics

Rules

1. Stop and think, always swim in a safe place

When swimming outdoors preferably swim at a lifeguard beach, organised session or a supervised space.

2. Stay together, always swim with an adult

When swimming outdoors you must always stay together. NEVER go alone.

3. Float

If you fall into the water unexpectedly - float on your back until you can control your breathing. Then, either call for help or swim to safety.

4. Call 999

If you see someone in trouble, tell someone or go to the nearest telephone and dial 999.

Healthy Participation



- Always swim with an adult.
- Wait for a qualified lifeguard before entering the water.

If you enjoy this unit why not see if there is a swimming club in your local area.



How will this unit help your body?

balance,
co-ordination,
flexibility, speed,
stamina, strength



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Splash Tag

What you need: a swimming pool with a lifeguard, a supervising adult, 2 player or more

How to play:

- One player begins as the tagger.
- The tagger tries to tag the other players by splashing them.
- If a player gets splashed, they become the new tagger.

Top tip: swim underwater to avoid the splashes.

Playing with more than two players? Try swimming in other directions to avoid the tagger.



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French



Mercure

Mercury



Vénus

Venus



la Terre

the Earth



Mars

Mars



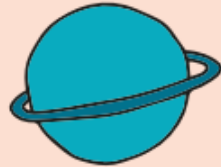
Jupiter

Jupiter



Saturne

Saturn



Uranus

Uranus



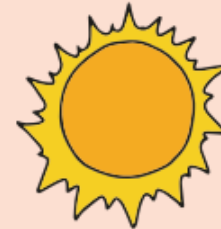
Neptune

Neptune



Pluton

Pluto



le Soleil

the Sun



la Lune

the Moon



une étoile

a star



minuscule

tiny



petit(e)

small



grand(e)

big



énorme

enormous



French - Space exploration

Sentence structure and phrases

le Système solaire	the Solar System
l'espace (m)	space
une planète	a planet
chaud(e)	hot
froid(e)	cold
glacé(e)	frozen

Descriptions

Neptune est une assez grande planète bleue.

Neptune is a quite large blue planet.



Jupiter est une énorme planète très froide.

Jupiter is an enormous, very cold planet.

très very assez quite

Descriptions and metaphors

The size adjective comes before the noun, and the colour adjective after the noun.

Le Soleil est un grand lion orange.



The Sun is a big orange lion.

La Lune est une grande banane jaune.



The Moon is a big yellow banana.

La Terre est un petit bébé bleu et vert.



The Earth is a small blue and green baby.

Watch out for the words **et** and **est** both sound the same but have different meanings.

et - and

est - is

de + le = du

Saturne est loin **du** Soleil.

Saturn is far from the Sun.

Making comparisons

Venus est plus chaude que Mars.

Venus is hotter than Mars.

Mars est plus froide que Venus.

Mars is colder than Venus.

French

100 High Frequency French Words

aller to go	c'était it was	elle she	ils they (m. pl.)	je pense que I think that	manger to eat	plus more	sous under
après after	ça that	elles they (f. pl.)	je/j' I	je porte I wear	merci thank you	pourquoi why	sur on
assez quite	ça va ? how are you?	en plus furthermore/ what's more	j'adore I love	je préfère I prefer	moi me	quand when	très very
au revoir goodbye	ce sera it will be	est is	j'ai I have	je suis I am	moins less	que that	tu you (sing. informal)
au/à la/à l'/aux at the/to the	chez moi at my house/ at home	et and	j'ai... ans I am... years old	je vais I go	mon/ma/mes my	quel/quelle which	tu as you have
aujourd'hui today	combien how much/many	être to be	j'aime I like	je voudrais I would like	Monsieur Mr./sir	qui who	tu es you are
aussi also	comme like/as	et toi ? and you?	j'habite I live	jouer to play	non no	quoi what	un peu a little
avant before	comment how	grand/grande big/tall	je déteste I hate	là-bas (over) there	nous we	regarder to watch	un/une a/an
avec with	dans in	hier yesterday	je joue I play	le/la/l'/les the	ou or	s'il te/vous plaît please	vous you (pl/ sing. formal)
avoir to have	de from/of	il he	je m'appelle I am called	ma ville my town	où where	salut hi	voici here is/are
beaucoup lots/a lot	du/de la/ de l'/des some	il y a there is/are	je mange I eat	Madame Mrs./madam	oui yes	si if	voilà there it is/ there you go
bonjour hello	demain tomorrow	il/elle s'appelle he/she is called	je n'aime pas I don't like	Mademoiselle Miss	parce que because	son/sa/ses his/her	
c'est it is			je parle I speak	mais but	petit/petite small/short	sont are	

Knowledge Organiser – Classroom Jazz 1 – Year 5, Unit 2

1 – Listen & Appraise: The Three Note Bossa & Five Note Swing

Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated.

Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated.

Instruments/voices you can hear: Piano, bass, drums, glockenspiel

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.

Improvise in a Bossa Nova style using the notes G, A + B.

Improvise in a swing style using the notes D, E, G, A + B.

Did you play both? Which notes did you use?

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances



About this Unit

Themes: Jazz and improvisation, and Swing.

Facts/info:

- Bossa Nova originated in South America.
- Swing became popular in the 1940s.

Listen to 4 other bossa nova or swing pieces:

- Desafinado by Stan Getz (swing)
- Cotton Tail by Ben Webster
- 5 Note Swing by Ian Gray
- Perdido by Woody Herman

Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Bossa Nova and Swing?

How do you know this is Bossa Nova or swing music? Can you find out more about Bossa and Swing?