

What should I already know?

- How to find the beat
- Using rhythm and pitch
- Using tempo and dynamics
- How to combine pulse, rhythm and pitch
- Use C and G.
- How to play tuned and untuned instruments correctly

What will I know by the end of the unit?

Which songs will learn to sing and play?

- Song 1 - Sparkle In The Sun by Joanna Mangona and Chris Taylor. Song 2 - Listen by Joanna Mangona and Pete Readman. Song 3 - The Orchestra Song by Joanna Mangona and Pete Readman. You will play the Glockenspiel to Song 1 using 4/4, G major, 164 bpm G, A, B (Crotchets) and 4/4, C major, 80 bpm C, G, B (Minims, crotchets).

How will I learn to improvise?

- Here, you can practise ideas together over a backing track. You can take it in turns to play when looping the track. The Musical Features in the Improve Together Activity for This Unit: Time signature: 4/4 (four crotchet beats in every bar) Key signature: C major The children can use the notes: C and D; or C, D and E. You will also have the chance to compose your own melody either using the on screen guide or graphic score

How will I listen and appraise to the songs?

- Listen and make an immediate response to the questions provided. A second listening will enable you to talk about the answers and make the same or different responses. Respond to the questions in this section begin to draw attention to expressive concepts: dynamics, tempo, texture and articulation. This question provides some further information about the music or its composer, or how the song connects with another subject in the curriculum.

How will I learn to sing new songs?

- On the screen, you will have the option to break the song down into manageable learning sections. Add clapping and movement in the relevant sections. There is an option to follow the score if you wish to see the notated version. For some songs, there is also an option to practise or listen to the song with an animated video. You will learn songs connected to the theme of 'Oceans, Rivers and Seas' from the Freestyle section.

How will I share and perform the learning that has taken place?

- Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song/s. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson.

Key Vocabulary

- Keyboard, drums, bass, electric guitar, saxophone, trumpet, glockenspiel Types of instruments
- 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 create and perform music without rehearsing
- Compose write or create music through rehearsing
- Audience people who watch a performance
- Question and Answer A musical phrase (question) which is followed by another (answer).
- Melody, a sequence of single notes that make a tune
- Dynamics Different levels of volume in a song
- Tempo How fast or slow the pulse of a song is
- Perform/performance To play and/or sing for an audience
- Audience people who watch a performance
- Musical Styles Rap, Reggae,

Key Questions

What musical features will I learn about?

- Tempo: 66 bpm (beats per minute = tempo) Time signature: 2/4 (two crotchet beats in every bar) Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: C and G

What new styles of music will I listen to?

Which songs will I learn?

- Five Little Speckled Frogs, On The Seashore, River Is Born, Waterfall (Freestyle unit), Sparkle In The Sun by Joanna Mangona and Chris Taylor, For The Beauty Of The Earth by John Rutter, Listen by Joanna Mangona and Pete Readman, Fascinating Rhythm by George and Ira Gershwin, The Orchestra Song by Joanna Mangona