

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 the notes C, D, E and C, D.
- How to play tuned and untuned instruments correctly
- How to perform as part of a group

What will I know by the end of the unit?

Which musical features will I learn about?

- Let's find and keep a steady beat. Keep a steady beat when improvising. Listen carefully and copy back the actions. Play or clap simple rhythmic patterns using long and short sounds. Clap four-beat rhythms, creating long and short sounds. Respond to the questions, thinking about the music. Respond to different high and low pitches. Improvise using one, two or three notes, using C, D and E.

How will I listen and appraise to the songs?

- Listen and focus on the music together. Walk, move and clap a steady beat with others.. Find the beat, perhaps use body percussion. Change with the beat if the tempo changes. Begin to share your thoughts and feelings about the music. Explore and discover the songs/pieces simple musical concepts.. Learn about the purpose or style of the song/piece and some instruments used in it. If you like this song/piece, perhaps listen to and learn about other songs or pieces of music that are similar.

How will I learn to sing new songs?

- Try to understand what the song is about, what the words mean.. Begin to understand why we warm up our voices and bodies.. Singing together is fun, but you must learn to listen to each other.. Enjoy singing a solo Learn to sing the songs from the freestyle unit 'Cinderella' Poor Little Cinders, Quick As A Flash, At the Ball, The Tiny Shoe, The Wedding Day,

How Does Music Tell Stories About the Past?

- In this unit, we ask, 'How Does Music Tell Stories About the Past?'. The Social Question evolves as you move through the scheme while encouraging you to be responsible and kind citizens of the world. The songs that you will listen and respond to support this question!

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 practised with the song/s. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to organise a special concert at a different time. Talk together with the children about each element of the lesson/s and what they would like to perform. Share thoughts and feelings.

Key Vocabulary

- **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
- **Melody**, a sequence of single notes that make a tune
- **Instrument Names** bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones,
- **Musical Styles** Blues, Baroque, Latin, Irish Folk, Funk, Rap, Hip Hop, Jazz, Lullaby, Pop, Reggae, Waltz
- **Audience** people who watch a performance
- **Imagination** using your mind to be creative

Key Questions

- **What styles of music will I hear?**
Reggae, 20th and 21st Century Orchestra, Pop and Lullabies.
- **Which musical features will I learn?**
Time signature: 4/4 (four crotchet beats in every bar) Key signature: C major You can use the notes: Part 1: D, E, F flat or Part 2: D, F flat

Which songs will I learn?

- Poor Little Cinders, Quick As A Flash, At the Ball, The Tiny Shoe, The Wedding Day,
- Twinkle Twinkle, In The Orchestra, Daisy Bell, Dancing Dinosaurs, Rock-A-Bye Baby

