

What should I already know?

- How to copy or create simple patterns.
- Use and understand dynamics and tempo.
- Composing own melodies
- Playing melodies.
- How to improvise and compose your own melodies either as a class or using graphic score.

What will I know by the end of the unit?

Which songs will learn to sing and play?

- Song 1 - Music Is In My Soul by Pete Readman and Joanna Mangona. Song 2 - Hey Friends! by Rick Coates. Song 3 - Hello! by Joanna Mangona and Pete Readman. You will play the Glockenspiel to Song 1 using 4/4, C major, 132 bpm notes C, D, E, G.

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: Song – Music Is In My Soul 4/4, C major, 132 bpm notes C, D, 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 'Night' 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 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.

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:** 112 bpm (beats per minute = tempo) **Time signature:** 4/4 (four 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?

- **Pop** songs.

Which songs will I learn?

- Music Is In My Soul by Joanna Mangona and Pete Readman, Boléro by Maurice Ravel, Hey Friends! by Rick Coates, Eye Of The Tiger by Survivor and Gloria Gaynor, Hello! by Joanna Mangona and Pete Readman.