

What should I already know?

- Developing notation
- Improvise when singing and playing an instrument
- Composing own melodies
- Performing as a group

What will I know by the end of the unit?

Which musical features will I learn about?

- Understanding of duration, pulse, rhythm and pitch. Over time, this activity introduces a range of notation, time signatures and key signatures. Tempo: 104 bpm (beats per minute = tempo) Time signature: 3/4 (three crotchet beats in every bar) Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: C, D and E

How will I learn to improvise?

- You can practise your ideas together over a backing track. You can take it in turns to play when looping the track. Time signature: 2/4 (two crotchet beats in every bar) Key signature: F major The children can use the notes: F, G and A or F, G, A, C and D

How will I listen and appraise to the songs?

- Listen to the music together. Learn about why the song was written and how the song connects to its social and cultural context. Use the discussion and the information from the tiles to learn about the background of the music or song. Looking at the interactive musical timeline 'Connections: A Selection of Musical Styles and Their Origins' will help them to highlight the connections of the song/music to other styles and place it in time

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 the songs from the Ancient Egypt freestyle unit.

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

- Perform and share the learning that has taken place in each lesson and at the end of the unit. 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

- **Structure** How a song is made of different parts including: intro/introduction, verse, chorus,
- **improvise, Improvise** create and perform music without rehearsing,
- **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.
- **Tempo** How fast or slow the pulse of a song is
- **Dynamics** Different levels of volume in a song
- **Bass, drums, guitar, keyboard, synthesizer, electric guitar, organ** Types of instruments
- **hook,**
- **Melody,** a sequence of single notes that make a tune
- **Texture** how different sounds and melodies interact to create a feeling or mood
- **Backing vocals** there to give more power to the lead voice by doubling the melody and rhythm sung by the lead singer
- **Riff** pattern of notes that are repeated throughout a piece of music.
- **Musical Styles** Reggae, Disco.
- **Pentatonic Scale** musical scale with only five notes per octave
- **Imagination** using your mind to be creative

Key Questions

What new notes will I learn?

- You will learn the following notes: F, G and A or F, G, A, C and D

What new styles of music will I listen to?

- Folk, Classical, Pop

Which songs will I learn?

- He's Got The Whole World In His Hands by Unknown, Porgy and Bess: Act I, Summertime by George Gershwin, Why Does Music Make A Difference? by Joanna Mangona and Chris Taylor, The Young Person's Guide To The Orchestra by Benjamin Britten, Panda Extravaganza by Rick Coates, The Nile by Donna Minto, Mummies, Mighty Pyramids by Donna Minto, Hootin Tootin Rootin, Hieroglyphics, The Curse by Donna Minto, The Sphinx by Donna Minto, Toys and Games by Donna Minto, Gods and goddesses by Donna Minto