

### What should I already know?

- Developing notation
- Improvise when singing and playing an instrument
- Composing own melodies
- Performing as a group
- An understanding of musicianship.

### 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: 92 bpm (beats per minute = tempo) Time signature: 2/4 (two crotchet beats in every bar) Key signature: F major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns using: F, G and A.

#### 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 Michael Row: The Boat Ashore by Unknown, Dragon Song by Joanna Mangona and Pete Readman and Follow Me by Joanna Mangona.

#### 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.

#### Which songs will I play an instrument to?

- Michael Row: The Boat Ashore (Glockenspiel) 4/4, F major, 175 bpm using the notes C, D, F (Crotchets) and The Dragon Song (Glockenspiel) 4/4, G major, 94 bpm using the notes G, A, B, D, E, F (Crotchets, quavers, semiquavers).

### 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 is musicianship?

- This supports your understanding of duration, pulse, rhythm and pitch. Over time, this activity introduces a range of notation, time signatures and key signatures. It is designed to learn, embed or revisit the music theory required for the year.

#### What new styles of music will I listen to?

- Classical and Pop songs.

### Which songs will I learn?

- Michael Row: The Boat Ashore by Unknown, The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes by Pyotr Ilyich Tchaikovsky, The Dragon Song by Joanna Mangona and Pete Readman, The Firebird Suite: Finale by Igor Stravinsky, Follow Me by Joanna Mangona.