

#### What should I already know?

- Developing melodic phrases
- Structure and form
- Performance
- Exploring notation – C, D, E, F, G, A and B

#### What will I know by the end of the unit?

##### What will I learn about understanding music?

<b>Tempo:</b>	Adagio – at a slow speed (60bpm)
<b>Time signature:</b>	3/4 – there are three crotchet beats in a bar
<b>Key signature:</b>	A minor – there are no sharps or flats in the key signature
<b>Rhythmic patterns using:</b>	Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers

##### How will I learn to improvise?

<b>Time signature:</b>	2/4
<b>Key signature:</b>	C major
<b>Notes:</b>	C, D, E, F, G, A, B 

##### How will I play along to the songs?

<p><b>SONG 1</b> <b>My Best Friend</b> Style: Soul</p> <p><b>Time signature:</b> 4/4 – there are four crotchet beats in a bar</p> <p><b>Key signature:</b> C major – there are no sharps or flats in the key signature</p> <p>C D E F G A B Circle the part you played.</p>	<p><b>SONG 2</b> <b>Singing Swinging Star</b> Style: Jazz, Swing</p> <p><b>Time signature:</b> 4/4 – there are four crotchet beats in a bar</p> <p><b>Key signature:</b> G major – there is one sharp in the key signature</p> <p>G A B C D E F#</p>	<p><b>SONG 3</b> <b>Roll Alabama</b> Style: Rock</p> <p><b>Time signature:</b> 4/4 – there are four crotchet beats in a bar</p> <p><b>Key signature:</b> Bb major – there are two flats in the key signature</p> <p>Bb C D D# F G A</p>
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##### How is the unit made up?

Each unit is made up of the following activities: Baseline Quiz (Unit 1 in each year only) Activity 1: Musicianship Options: 1a. Understanding Music 1b. Improvise Together Activity 2: Listen and Respond Activity 3: Learn to Sing the Song Activity 4: Play your Instruments with the Song Activity 5: Composing and Improvising (KS2 composition options include: Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad and Quickbeats) Activity 6: Perform the Song End of Unit/Year Quiz

##### How will I play an instrument?

- On the screen, you will see animated glockenspiels and recorders playing four differentiated parts. You will learn to play the key centres of C major, G major, D major, A minor and D minor. The time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. To listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

##### 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

- **Vocabulary covered in Key Stage 1 and Lower Key Stage 2:** Melody, Compose improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, riff, solo improvise/improvisation, by ear, melody, riff, solo, unison.
- **Dimensions of music** a way of referring to the building blocks of music, as referred to in the National Curriculum for Music in England
- **Harmony**, perceptual property of music, and, along with melody, one of the building blocks of Western music.
- **Styles of Music** Neo Soul, Groove, Motown, Blues, Jazz, Urban, Gospel
- **Producer** the person responsible for overseeing and managing the recording process of an album or single
- **Style Indicators** What makes different styles of music unique to each other
- **Hook** a musical idea, often a short riff, passage, or phrase, that is used in popular music to make a song appealing
- **Ostinato** In music, an ostinato is a motif or phrase that persistently repeats in the same musical voice, frequently in the same pitch
- **Phrases** If music is like language, then a single note, or pitch, is like a letter. You can combine them to make words (intervals and chords) and then combine these letters or words to make sentences. A sentence in music would be the equivalent of a phrase.

#### Key Questions

- **Who wrote the Remembrance songs?**  
Myra Barretto has been a primary teacher for over 25 years. She is now a specialist music teacher in a large school and composes songs for all ages. Her songs feel both timeless and contemporary, with thoughtful accompaniments. Myra is passionate about writing songs that are moving, memorable and help pupils to remember and celebrate important events.
- **What songs will I learn to sing?**  
Wave Goodbye, In The Trenches, Homing and Poppies.

#### Which songs will I learn?

- Wave Goodbye, In The Trenches, Homing and Poppies. Alongside My Best Friend, Singing Swinging Star and Roll Alabama.