

### What should I already know?

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

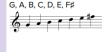
### What will I know by the end of the unit?

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

<b>Tempo:</b>	Andante – at a walking pace (70bpm)
<b>Time signature:</b>	6/8 – there are six quaver beats in a bar
<b>Key signature:</b>	D minor – there is one flat in the key signature (a)
<b>Rhythmic patterns using:</b>	Dotted crotchets, triplet quavers and quavers

#### How will I learn to improvise?

<b>Time signature:</b>	5/4
<b>Key signature:</b>	G major
<b>Notes:</b>	G, A, B, C, D, E, F#



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

<p><b>Wake Up</b></p> <p><b>Time signature:</b> 4/4</p> <p><b>Key signature:</b> F major</p> <p><b>Notes:</b> F, G, A, B, C, D, E, F</p>	<p><b>Down By The Riverside</b></p> <p><b>Time signature:</b> 4/4</p> <p><b>Key signature:</b> F major</p> <p><b>Notes:</b> F, G, A, B, C, D, E, F</p>	<p><b>Dance The Night Away</b></p> <p><b>Time signature:</b> 4/4</p> <p><b>Key signature:</b> F major</p> <p><b>Notes:</b> F, G, A, B, C, D, E, F</p>
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#### What styles of music will I hear?

- Hip Hop, Gospel and Salsa

#### Which instruments will I be able to talk about?

- To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.

#### 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

#### How can I improvise with confidence?

You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases - just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.

#### Which songs will I learn?

- Wake Up, Down By The Riverside, Dance The Night Away
- The songs from the Freestyle unit 'Plastics' - Taking In The Facts, Get Your Rhythm On, The Killer Chorus, Get Writing, Laying It Down, On Tour