

What should I already know?

- Developing melodic phrases
- Structure and form
- Performance
- Exploring notation

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: 116 bpm (beats per minute = tempo) Time signature: 5/4 (five crotchet beats in every bar) Key signature: G major Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns using: G, A, B, C, D, E and F#

How will I learn to improvise?

- Improve together over a backing track Time signature: 2/4 (two crotchet beats in every bar) Key signature: C major The children can use the notes: C, D, E, F and G or C, D, E, F, G, A and B

How will I listen and appraise to the songs?

- Consolidate previous learning, eg is it a style they have heard before, or is it an unusual time signature or groove? All responses are valid - musical and non-musical. Historical, a key fact that is cultural and a key fact that is cross-curricular, connect the song to its cultural, historical and social context as appropriate., 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 Food freestyle unit

How will I play an instrument?

- On the screen, you will see animated glockenspiels and recorders playing four differentiated parts. The sheet music is available, too. Your skills will build over time, so you will probably swap between parts regularly.

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, soloimprovise/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

- **What styles of songs will I listen to?**
Neo Soul, Groove, Motown, Blues, Jazz, Urban, Gospel
- **Which musical features will I learn?**
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Which songs will I learn?

- Let's Rock by Joanna Mangona and Chris Taylor, Mazurka In G Minor, Op. 24 No. 1 by Frédéric Chopin, Simple Gifts by Joseph Brackett, Danny Boy by Frederic Weatherly, Friendship Should Never End by Joanna Mangona and Chris Taylor