



**Music genres:**

Pop, rhythm and blues, jazz, gospel, classical.

Play an instrument: Glockenspiel



Listening and appraise

Find the pulse as you are listening to the music: Dance, clap, sway, march, be an animal or a pop star.

Structure:

How is the song put together? Introduction, verse, chorus.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

Instruments/voices you can hear:

Male/female vocal, bass, glockenspiel, drums, guitar, synthesizer, electric guitar, organ, keyboard, backing vocals.

Can you recognise these instruments in the songs that you are listening to?



Music activities

**Warm up games.**

Warm-up games play and copy back using up to 2 notes – C + D. Bronze: no notes | Silver: C, sometimes D | Gold: C + D challenge. Which challenge did you get to?

**Singing in 2 parts.**

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Which part did you play?

**Improvise** using up to 3 notes – C, D + E. Bronze: C | Silver: C, sometimes D | Gold: C, D + E challenge. Which challenge did you get to?

**Compose** a simple melody using simple rhythms.

**Vocabulary**

Pulse	The heartbeat or steady beat of a song/piece of music
rhythm	The combination of long and short sounds to make patterns.
pitch	The range of high and low sounds.
Compose	Creating and developing musical ideas and '
Improvise	To make up a tune and play it on the spot; there is an assumption that it can never be recreated
Tempo	An Italian word used to describe how fast/slow the music goes
melody	Another name for a tune
Dynamics	How loud or quiet the music is.
structure	How the song is put together.
pentatonic scale	A fixed five-note pattern.
riff	A short-repeated phrase often played by the lead instrument.
Verse	A section in a song which has the same tune but di
chorus	A repeated section in a song which gives the main message.

Perform and share

Decide how your class will introduce the performance.

Perhaps add some choreography?

Tell your audience how you learnt this song and why.

Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations

Instrumental performances

Compositions