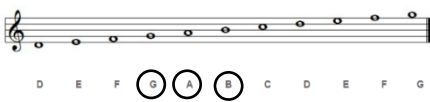
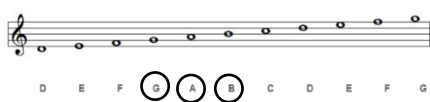
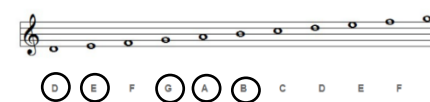


Year 4: Unit 1: The Dragon Song (Autumn 1)

Learning sequence	Listening and appraising	Theory of music	Creating and exploring	Performing
	- To talk about the musical dimensions working together, eg if the song gets louder in the chorus (dynamics). - To be able to talk using musical words.	- Know how pulse, rhythm and pitch work together. - To identify the long and short patterns of rhythm over the pulse. - To identify pitch – high and low sounds that create a melody.	Be able to improvise and compose a simple melody using one, three or all five different notes.	- To choose what to perform and create a programme. - To communicate the meaning of the words. - To record the performance and analyse.
Genre knowledge – Folk	Folk music can originate from any country in any part of the world. It uses old tunes or songs that have been passed down through generation over time: they are not written down but passed orally. Folk music can be vocal or instrumental. If vocal, it often tells a story.			
Cultural capital	If you are enjoying folk music, you might enjoy listening to music by Bob Dylan or Simon and Garfunkle.			
Vocabulary				
Pulse	A steady beat like a ticking clock or your heartbeat.	Structure	How the sections (verses and choruses etc.) of a song are ordered to make a whole piece.	
Rhythm	The pattern of musical movement through time formed by a series of notes differing in duration and stress.	Hook	A term used in pop music to describe a short catchy phrase or riff that we can't stop singing.	
Pitch	How high or low a musical sound is.	Melody	Another name for a tune.	
Tempo	A musical dimension that describes how fast or slowly the music is played.	Pentatonic scale	A fixed five-note pattern eg: the five black keys on a piano.	
Dynamics	A musical dimension indicating how loudly or quietly the music is being played.			
Texture	Layers of sound in music.			
Playing notes: G, A, B		Improvising notes: G, A, B		Composing notes: D, E, G, A, B
				
Instrument tips				
Recorder	Gently hold the mouthpiece between your lips without letting your teeth touch it, and balance the recorder with your fingers. Your left hand should be on top, and the back side with one hole should face you.			



bounce the mallet off the bar. Keep the mallet near the bars for the next note you play.