



What should I already know?

- To confidently identify and move to the pulse with ease.
- To rehearse and perform their part within the context of the Unit song
- How to treat instruments with care and respect.

Skills I will develop:

- Talk about the music and how it makes you feel, using musical language to describe the music.
- To sing in unison and to sing backing vocals, demonstrating a good singing posture.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.
- To play a musical instrument with the correct technique within the context of the Unit song.
- To rehearse and perform their part within the context of the Unit song.
- To improvise using instruments in the context of a song to be performed.
- To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

1 – Listen & Appraise: Blackbird (Pop)

Themes: Equality, civil rights.

Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

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

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using

2 notes – C + D.
Bronze: no notes | Silver: C | Gold: C, sometimes D challenge.

Which challenge did you get to?

Singing in unison.

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, and sometimes D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. 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



Key Vocabulary (including definition)

Acoustic Guitar: A non-electric guitar.

Dynamics: How loud or quiet the music is.

Equality: A person or thing that is, and is seen, as being the same as another.

Pentatonic Scale: A fixed five-note pattern e.g. the five black keys on a piano.

Percussion: Drums, cymbals and other musical instruments that produce sound when struck.

Pulse: The heartbeat or steady beat of a song or piece of music.

Rhythm: The combination of long and short sounds to make patterns.

Tempo: An Italian word used to describe how fast or slow the music goes.

Unison: Playing or singing all together.