



## Music Year 3 Unit 4 – The Dragon Song

Key Knowledge	Key Skills	Key Vocabulary ( with definitions)	Key Questions
<p><b>Themes:</b> Kindness, respect, friendship, acceptance and happiness.</p> <p><b>Facts/info:</b> This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.</p> <p><b>Listen to 5 folk melodies from around the world:</b></p> <ul style="list-style-type: none"><li>• Birdsong – Chinese Folk Music</li><li>• Vaishnava Java – A Hindu song</li><li>• A Turkish Traditional Tune</li><li>• Aitutaki Drum Dance from Polynesia</li><li>• Zebaidir Song from Sudan</li></ul> <p>Know the difference between pulse and rhythm.</p> <p>Know that pulse, rhythm and pitch work together to create a song.</p>	<p>Identify the instruments/voices you can hear: <b>keyboard, drums, bass, a female singer.</b></p> <p>Play and copy back using up to 3 notes – G + A.</p> <p>Sing in 2 parts.</p> <p>Play instrumental parts with the song by ear and/or from notation, using up to 3 notes – G, A + B.</p> <p>Improvise using up to 3 notes G, A + B.</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B (pentatonic scale).</p>	<p><b>Pentatonic scale –</b></p> <p><b>Pulse –</b> The heartbeat or steady beat of a song/piece of music.</p> <p><b>Rhythm –</b> The combination of long and short sounds to make patterns.</p> <p><b>Pitch –</b> The range of high and low sounds.</p> <p><b>Tempo –</b> An Italian word used to describe how fast/slow the music goes.</p> <p><b>Dynamics –</b> How loud or quiet the music is.</p> <p><b>Structure –</b> How the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p><b>Texture -</b> Layers of sound in music.</p> <p><b>Improvise –</b> To make up a tune and play it on the spot; there is an assumption that it can never be recreated.</p> <p><b>Compose –</b> Creating and developing musical ideas and 'fixing' these.</p> <p><b>Hook –</b>A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.</p> <p><b>Melody -</b> Another name for a tune.</p> <p><b>Need to know instruments –</b> Keyboard Drums Bass</p>	<p>Do the words of the song tell a story? Does the music create a story in your imagination? What story?</p> <p><b>Reflection</b> This song will help you to think about many things, including the respect we must have for each other and the environment. What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</p>



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### **Outcome.**

Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.

Children to be able to perform the whole song and during the chorus, play their instruments/improvisations and compositions. This will be completed gradually over a couple of lessons. Focus on a new skill each lesson.