

The Dragon Song

A Song About Kindness, Respect, Friendship, Acceptance and Happiness

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Dragon Song. Using your imagination and working together as a class, create your own performance of this song (guidance on page 2 under 'Teaching and Learning Support for this unit').

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **Lower KS2, Year 3/Ages 7-8** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step by step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step / weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of Lower KS2, Year 4/Ages 8-9)' document (see supporting Assessment documentation). Your step-by-step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment'). The remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is **The Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

How this Unit is Organised; Strands of Musical Learning:

1. **Listen and Appraise** The Dragon Song and other traditional tunes/Folk melodies from around the world that Lesley might have listened to during her travels. The Dragon Song is a lengthy song so the more time singing along with it, the better. The supporting activities are shorter to allow for more time singing the song.

- The Dragon Song by Joanna Mangona and Pete Readman
 - Birdsong - Chinese Folk Music
 - Vaishnava Java - A Hindu Song
 - A Turkish Traditional Tune
 - Aitutaki Drum Dance from Polynesia
 - Zebaidir Song from Sudan
2. **Musical Activities** - These activities are reduced and optional to give more singing time. Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
- a. Warm-up Games (including vocal warm-ups)
 - b. Flexible Games (optional extension work)
 - c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps including the 2nd vocal part. Or, the whole song so you can decide when to learn each section during the 6 steps
 - d. **Option:** Play Instruments with the Song (in the chorus only) - decide who will sing and who will play. Everybody can learn the parts but decide upon a group for performance or swap around each time you perform?
 - e. **Option:** Improvise with the Song (in the chorus only) - decide if you want to include this and then decide upon a group for the performance
 - f. **Option:** Compose with the Song (in the chorus only) - decide if you want to include this and then decide upon a group to perform the class or group composition in the performance
3. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

Teaching and Learning support for this unit:

Use your imagination and create your own performance. Below are some ideas to help you:

- Sing the song as it is including no activities.
- Sing the song and include one activity.
- Add some choreography to the song.
- Sing the song and find a group of children to play instruments over the chorus sections of the song. Either use the same group each time or use three different groups, one group for each chorus. Instrumental parts are provided or you can devise your own using the composition tool. A lovely idea could be to improvise over one of the chorus sections:
 - i. Chorus 1 - option to play given parts
 - ii. Chorus 2 - option to play composition/s
 - iii. Chorus 3 - option to improvise

Or, just pick one of the activities.

So, some children will sing and some will play. Remember, there are two vocal parts to learn.

- Make/design dragon masks to wear - what does Lesley look like?
- Mother Earth - what does she look like? Design a mask and find someone to play her in the song.
- Perhaps divide your class into groups to perform:
 - I. Group 1: Sing verses 1 and 2 and chorus 1
 - II. Group 2: Sing verses 3 and 4 and chorus 2
 - III. Group 3: Sing verses 5 and 6 and chorus 3
 - IV. General singers: all to sing in the chorus? Perhaps use the whole class? Remember there are two parts to learn to sing. Split those singing in the chorus into Group A to sing the lead and Group B to sing the 2nd part.
 - V. Dancers: create group choreography

Think about how will you perform this song to your audience:

- Intro
- Verse 1
- Verse 2
- Chorus sung in 2 parts (Group A to sing the lead and Group B to sing the 2nd part). Also, choose a group to play instruments/improvise/play composition/s
- Verse 3
- Verse 4
- Chorus sung in 2 parts (Group A to sing the lead and Group B to sing the 2nd part). Also, choose a group to play instruments/improvise/play composition/s
- Verse 5
- Verse 6
- Chorus sung in 2 parts (Group A to sing the lead and Group B to sing the 2nd part). Also, choose a group to play instruments/improvise/play composition/s

Please use the accompanying ACTIVITY MANUAL for in-depth guidance, knowledge and understanding.

Listen & Appraise

This song tells a story. Listen and discuss.

Social themes and topics that arise from this song for discussion and/or further investigation:

- We are all different and that is brilliant, let's celebrate that.
- Kindness
- Respect - be respectful of one another, wherever you are from, wherever you live, whomever you love

- Friendship
- Peace
- Listen to one another
- Happiness
- Welcome new people and new ideas
- Acceptance - accept everybody
- The environment
- Music from around the world
- People from around the world
- New ideas and cultures to learn about and get to know

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on screen.

The main unit song is The Dragon Song. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in steps 2-6.

The supporting extracts represent music from around the world. During Lesley's travels around the world she encounters many different styles of music from many different countries; you will hear some of these.

It would be a good idea to listen and sing along to the Dragon Song each week too. It's a long and quite difficult song and this will help the children learn the song.

See the individual Listen and Appraise step-by-step supporting documents for complete information about each song/musical extract/piece.

Musical Activities

The following Musical Activities have been reduced or made optional to allow for more time to learn the song and to create your own performance.

The children will be using instruments during this section of the unit.

Using band/orchestral instruments with classroom instruments to create an ensemble that engages all children is exciting! Dependent on the age of the children in your class, some will play these instruments and therefore will want to bring them to the lesson - please encourage this. You wouldn't want to play a glock if you played the trumpet or violin.

Some of the instruments brought to the lesson might be transposing instruments. This means that they will need to play different notes in order to sound the same as a glock or recorder. Don't worry! Below is a list of instruments and the notes they will need to play to match classroom instruments in this unit. Remember that you can ask visiting music teachers to assist with instrumental issues.

Downloadable parts (sheets of printed music) are supplied for these instruments to play in the 'Play Instruments with the Song' section of this unit (the chorus). There is also an option for classroom instruments to have notated parts on the screen to play along with as well as by ear. Remember, playing by ear or with a sound-before-symbol approach is the priority. Some of these parts may have few notes but employ more difficult rhythms. Please use glocks as your main classroom instrument unless you, as a teacher, have experience playing the recorder.

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard
 - In the easy part, the note used is: G
 - In the medium part, the notes used are: G, A and B

See instrumental parts for other band/orchestral instruments.

Notes to use in Warm-up Games, Improvisation and Composition:

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard

Notes to play: G, A, B in this order (G is the home note and you will always start with G)

So, note 1 = G, note 2 = A and note 3 = B

- B \flat instruments: Clarinet, trumpet, cornet, tenor horn, euphonium, baritone, trombone in B \flat

Notes to play: A, B, C \sharp

So, note 1 = A, note 2 = B and note 3 = C \sharp

- E \flat instruments: Alto sax, E \flat horn

Notes to play: E, F \sharp , G \sharp

So, note 1 = E, note 2 = F \sharp and note 3 = G \sharp

A. Warm-up Games (including Vocal Warm Ups)

Have fun playing these reduced Rhythm and Pitch Games. Get your instruments ready; you will need to use them after the pulse and copy back rhythm games. You can use band/orchestral instruments too if you wish.

Game 1 - Find the pulse, use your imagination.

Game 2 - Rhythm Copy Back:

- Choose four leaders to clap rhythms for the rest of the class to copy back.

Game 3 - Pitch Copy Back:

- Copy back with instruments, the first four examples are without notation and the second four are with notation: Copy back the riffs you hear using the note G and sometimes A. You will always start on G.

Game 4 - Pitch copy back and vocal warm-ups: Use your voices to copy back this time. Use 'La' when you are singing back.

B. Flexible Games (optional extension activity)

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver. The progression is in-built.

C. Learn to Sing the Song: Vocal Warm-ups and Singing

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in the Song Centre.

On the screen you will see different options. The song has been broken down into manageable learning sections. See the Lesson Plans for step-by step guidance.

Steps 1-3 & Whole Song	Single Verses	Choruses
Step 1: Practise verse 1, verse 2 and the chorus	Verse 1: Practise the lead vocal for verse 1	Chorus - Group A (lead vocal): Practise the lead vocal for the chorus
Step 2: Practise verse 3, verse 4 and the chorus	Verse 2: Practise the lead vocal for verse 2	Chorus - Group B (second vocal): Practise the 2nd vocal for the chorus
Step 3: Practise verse 5, verse 6 and the chorus	Verse 3: Practise the lead vocal for verse 3	Chorus - Groups A & B: Practise both parts for the chorus together
Whole Song (Steps 4-6 or as you decide): Practise or listen to the whole song	Verse 4: Practise the lead vocal for verse 4	Chorus - Final and ending: Practise both parts for the final chorus and ending together
	Verse 5: Practise the lead vocal for verse 5	
	Verse 6: Practise the lead vocal for verse 6	

D. OPTION: Play Instruments with the Song: With or Without Notation

The option here is to play the instrumental parts over the chorus therefore not everybody will play instruments in this section, some will sing and some will play. You decide.

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on screen if you are teaching a KS2/Age 7-11 class and want to introduce notation.

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole.

E. OPTION: Improvise with the Song: Using Your voices and Instruments

The option here is to improvise over the chorus therefore not everybody will play instruments in this section, some will sing and some will play. You decide.

These activities have in-built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested in the Lesson Plans.

Challenges
Play and Copy Back
Using your instruments, listen and copy back using 3 notes G, A and B. You will always start on G.
Play and Improvise
Using your instruments, listen and play your own answer using 2 or 3 notes, G and A or G, A, B.
Improvise
Take it in turns to improvise using 2 or 3 notes G and A or G, A, B.

On the screen you can select your activity.

Using the notes from your activity, improvise over the chorus within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

F. OPTION: Compose with the Song: Using your Instruments

Create a class composition to play during the playing/instrumental section of this song (the chorus).

The on-screen Music Explorer Composition Tool will guide you through the following options:

Option 1: A way into composition with your class using up to 3 notes.

Option 2 (Extended option): A more differentiated approach to composition in groups using a mix of classroom and band/orchestral instruments.

Option 1

- Select '3 note set' (G, A and B). You can use 1, 2 or 3 notes in your composition.
- Select a view to get started - select 'Pulse'.
- Click play, then find the pulse together as a class.
- Select the button next to the heart button near the bottom of the screen. This button is the Rhythm Grid button. This will bring up 8 empty bars on the screen. You can fill in those bars together. Drag and drop four 1's into the first bar and one 1 into the second bar. Repeat this onto the next three lines and click play. Clap along together. This rhythm is Bronze Improvisation Riff 1.
- Select the button next to the Rhythm Grid button which has 3 notes on it. This button is the Rhythm Notation button and when you click on this, the rhythm you created as a class will turn into rhythmic notation.
- Select the button next to the Rhythm Notation button. This button is the Note Grid button and the rhythm will turn into pitch. You have chosen the 3 note set so only have the choice of the notes G, A and B. Click on the notes and the pitch will change. Start with a G and end with a G (this is your 'home' note). Start to drag and drop simple rhythm blocks into the bars and then decide upon the pitches.
- Select the button to the right of the Note Grid button. This button is the Notation with note-names button, and your composition will become formal notation with the note-names written underneath for you all to play! Well done!
- If you select the final button this is the Notation button. Click this and the note names will disappear! (This is an option for extension work.)
- Perform this together as part of the song you are learning.

Option 2 (Extended option)

- Work in groups.
- Select the appropriate note set to suit your instrumental group.
- Select a view to get started - you decide.
- Progress to creating an 8-bar composition for your group to play with block notation or formal notation, it's up to you.
- Perform to the class and decide which two compositions will be part of your performance.

Performing the Compositions

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

Which Instruments and Which Notes? (see Activity Manual for support)

Perform and Share

Remember to create your own performance that tells a story.

The structure of this song:

- Introduction
- Verse 1
- Verse 2
- Chorus sung in 2 parts. Choose a group to play instruments/improvise/play composition/s.
- Verse 3
- Verse 4
- Chorus sung in 2 parts. Choose a group to play instruments/improvise/play composition/s
- Verse 5
- Verse 6
- Chorus sung in 2 parts. Choose a group to play instruments/improvise/play composition/s

These are the options on the screen:

- Perform the whole song
- Perform the whole song with your activities of choice over the chorus sections