

Music Year Three



Summer 1: Enjoying Improvisation

National Curriculum

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Prior Unit:

Playing in a Band

Future Unit:

Opening Night

Sticky knowledge and skills:

- To identify some instruments, you can hear playing.
- Identify if it's a male or female voice singing the song.
- Sing in unison
- Understand and follow the leader or conductor.
- To read and respond to semibreves, minims, crotchets and paired quavers.
- Rehearse and learn a simple instrumental part by ear or from notation, in C major, F major, G major and E major.
- Structure musical ideas to create music that has a beginning, middle or end.
- Use music technology to capture, change and combine sounds.
- To use simple dynamics.
- Play and perform melodies following staff notation.

Vocabulary:

Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo. Dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, backing vocals, riff, ostinato, reggae, pentatonic scale, imagination, disco, crotchet, minim, quaver, rests, time signature, clef, staff, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, forte, piano, Appalachian music, Baroque music, Blues, Country, Folk music, Native American music.

	LO	Lesson outline
Lesson 1	LO: I can show you a good playing position on my instrument.	<p>The unit question is: How does music make a difference to us every day? Refer back to this question as you move through each lesson in this unit.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Steady beat • Metre 3/4 Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is C major • The first three notes of the C major scale are used (C, D, E) • Minims, crotchets and quavers <p>Improvise Together This activity gives you the opportunity to practice improvising together. Children will practise improvising together using the following notes:</p> <ul style="list-style-type: none"> • F • F, G, A • F, G, A, C, D <p>Listening Listen to 'He's Got The Whole World In His Hands'. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Explain that it is a famous Gospel song about how God looks after everything on Earth. Music is a common feature in many religions, just</p>

		<p>like with Gospel music. Music can be used to teach about religion and to tell stories from different religions. Can you think of any other songs linked to religion?</p> <p>Singing Learn to sing the song ` He's Got The Whole World In His Hands `. The on-screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Playing Play your instruments with the song ` He's Got The Whole World In His Hands `. Choose which glockenspiel parts you want to learn. These parts are differentiated. Part 1 being the most difficult and part 4 being the easiest. Start with the parts that are relevant to the class. The children can learn the parts by ear and with notated parts. When performing the song with instruments, there is a specified section to play over- this part of the lesson gives the children the opportunity to learn their parts over that particular section of the song. The glockenspiel parts use the following notes- Part 4: F, G Part 3: F, G, A, Bb, C Part 2: F, G, A, Bb, C Part 1: F, G, A, Bb, C</p> <p>Performing Create and present a holistic performance of ` He's Got The Whole World In His Hands ` a short performance for the end of the lesson. Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song.</p>
<p>Lesson 2</p>	<p>LO: I can compose music with a beginning, middle and end.</p>	<p>Recap- What song did we learn to sing last week? What can you remember about Gospel music?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Steady beat • Metre 3/4 Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is C major • The first three notes of the C major scale are used (C, D, E) • Minims, crotchets and quavers <p>Improvise Together This activity gives you the opportunity to practice improvising together. Children will practise improvising together using the following notes:</p> <ul style="list-style-type: none"> • F • F, G, A • F, G, A, C, D <p>Listening Listen to ` Porgy and Bess, Act 1: Summertime `. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary.</p> <p>Singing Learn to sing the song ` He's Got The Whole World In His Hands `. The on-screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Composing and Improvising Compose with the song ` He's Got The Whole World In His Hands `.</p>

		<p>Children compose an eight- bar melody, using three or five notes over the backing track. The melody can be included as part of the final performance. The children can create using their imaginations.</p> <ul style="list-style-type: none"> • F, G, A • F, G, A, Bb, C • Create and explain a simple melody with a musical shape using two, three, four or five notes • Identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note) • Keep a record of the composition to play it again • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. • Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) • Compose song accompaniments on untuned percussion using known rhythms and note values <p>Performing Create and present a holistic performance of `He’s Got The Whole World In His Hands`. a short performance for the end of the lesson. Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song.</p>
<p>Lesson 3</p>	<p>LO: I can identify some instruments I can hear playing in a piece of music.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `He’s Got The Whole World In His Hands` together.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Steady beat • Metre 3/4 Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is C major • The first three notes of the C major scale are used (C, D, E) • Minims, crotchets and quavers <p>Improvise Together This activity gives you the opportunity to practice improvising together. Children will practise improvising together using the following notes:</p> <ul style="list-style-type: none"> • F • F, G, A • F, G, A, C, D <p>Listening Listen to the song ` Why Does Music Make a Difference? `. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer’s intentions were, using musical vocabulary.</p> <p>Singing Learn to sing the song ` Why Does Music Make a Difference? `. The on-screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Playing Play your instruments with the song ` Why Does Music Make a Difference? `. Choose which glockenspiel parts you want to learn. These parts are differentiated. Part 1 being the most difficult and part 4 being the easiest. Start with the parts that are relevant to the class. The children can learn the parts by ear and with notated parts. When performing the song with instruments, there is a specified section to play over- this part of the lesson gives the children the opportunity to learn their parts over that particular section of the song. The glockenspiel parts use the following notes- Part 4: C, D, F Part 3: C, D, F</p>

		<p>Part 2: C ,D ,F Part 1: C, D, F</p> <p>Performing Perform the song ` Why Does Music Make a Difference? ` . Play your instruments whilst performing. Extension- Before the performance children to introduce the performance with an understanding of what the song is about and anything else connected to it.</p>
<p>Lesson 4</p>	<p>LO: I can improvise a rhythm on my instrument.</p>	<p>Recap: Can you remember the song we learnt last week? Can you remember the notes we played on the glockenspiels?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Steady beat • Metre 3/4 Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is C major • The first three notes of the C major scale are used (C, D, E) • Minims, crotchets and quavers <p>Improvise Together This activity gives you the opportunity to practice improvising together. Children will practise improvising together using the following notes:</p> <ul style="list-style-type: none"> • F • F, G, A • F, G, A, C, D <p>Listening Listen to the song `The Young Person’s Guide To The Orchestra ` . Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer’s intentions were, using musical vocabulary.</p> <p>Singing Learn to sing the song ` Why Does Music Make a Difference? ` The on-screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Composing and Improvising Improvise with the song ` Why Does Music Make a Difference? ` Think about the differences between improvising and composing. The children will be using up to three or 5 notes suggested. They can improvise together, in groups or as a soloist.</p> <p>Option 1. Improvise Together You can repeat this option if you wish to, but you might have already taken this option to practise improvising at the beginning of the lesson. If you have, use the skills you have started to build and use them in `Improvise with the song` next.</p> <p>Option 2. Improvise with the song Take it in turns to improvise using the notes given. When practicing, take it in turns to solo or improvise in groups. Perform your improvisations within the activity option in ` Perform the song `.</p> <p>Performing Children to Create and present a holistic performance of ` Why Does Music Make a Difference? with an understanding of the song they are singing and where it fits in the world.</p>
<p>Lesson 5</p>	<p>LO: I can move and do actions following the beat of the music.</p>	<p>Recap: Can you remember the song we learnt last week? Sing the song ` Why Does Music Make a Difference?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p>

		<ul style="list-style-type: none"> • Steady beat • Metre 3/4 Rhythmic and melodic patterns • Recognising and/or reading simple notation and tonic sol-fa • Tonal centre is C major • The first three notes of the C major scale are used (C, D, E) • Minims, crotchets and quavers <p>Improvise Together This activity gives you the opportunity to practice improvising together. Children will practise improvising together using the following notes:</p> <ul style="list-style-type: none"> • F • F, G, A • F, G, A, C, D <p>Listening Listen to the song `Panda Extravaganza`. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Explain that the song is Hip Hop. Hip Hop was developed in the 1970s and quickly grew to become one of the most popular genres of music. Do you know any Hip Hop artists or songs? Discuss what you think the composer's intentions were, using musical vocabulary.</p> <p>Singing Learn to sing the song ``Panda Extravaganza'. The on-screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Performing Perform the song `Panda Extravaganza`. Extension- Before the performance children to introduce the performance with an understanding of what the song is about and anything else connected to it.</p>
<p>Lesson 6</p>	<p>LO: To play and perform melodies following staff notation during the performance.</p>	<p>There are two options: Understanding Music and Improvise Together. These are both optional activities today. Use either as a warm up or start your lesson with the Listen and Respond activity.</p> <p>Listening In this listen and respond activity, you will revisit a piece of music that the class listened to earlier in the unit. Give the children a blank `listen and respond` form where they can write their comments/ responses and answers. Listen to the song `Porgy and Bess, Act 1: Summertime`. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as: beat, tempo, dynamics etc.</p> <p>Singing As a class choose a song to revisit singing from the list on the screen.</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Playing Recap playing tuned percussion with your chosen song for the performance.</p> <p>Improvising and composing Revisit the improvising and composing activities connected to the song you are preparing for the final performance.</p> <p>Performing Complete a performance of your chosen song from the unit. Record the performance using an iPad. After the performance ask the children:</p> <ul style="list-style-type: none"> • Did you enjoy the performance? • How did it make you feel? • Were all of the performers focused and concentrating during the performance? • If there was a song, could you hear the words? • If there was a song, can you remember what the song was about? • Who else might enjoy the performance?

		<p>End of year 3-unit 5 quiz</p>
--	--	---

The theory quiz summarises all of the musical learning that has taken place in this unit. Each question is multiple choice and allows you to select the correct answer before moving on.