

Music

Year Three



Summer 2: Opening Night

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:

Enjoying Improvisation

Future Unit:

Year 4: Musical Structures

Sticky knowledge and skills:

- To talk about the style of the music.
- To share your thoughts and feelings about the music together.
- Sing songs from memory or from notation.
- Copy back simple melodic phrases using the voice.
- To identify a stave, treble clef, time signature, lines and spaces on the stave.
- Rehearse and learn a simple instrumental part by ear or from notation, in C major, F major, G major and E major.
- To compose over a simple groove.
- To create a simple melody using crotchets, minims and paired quavers.
- Include any actions, instrumental parts, improvisatory ideas, composed passages within the rehearsal and in the performance.
- Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment.

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, stave, 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 understand and clap/ play rhythms that use crotchets and quavers.

The unit question is: **How does music connect us to the environment?** Refer back to this question as you move through each lesson in this unit.

Musicianship options

As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.

Understanding Music

As a class, complete the understanding music activity

- Steady beat
- Metre 3/4 Rhythmic and melodic patterns
- Recognising and/or reading simple notation and tonic sol-fa
- Tonal centre is F major
- The first three notes of the F major scale are used (F,G,A)
- Minims, crotchets and quavers

Improvise Together

This activity gives you the opportunity to practice improvising together. Children will practise improvising together using the following notes:

- F
- F, G, A
- F, G, A, C, D

Listening

Listen to `Michael Row the Boat Ashore`. 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 Gospel song. Gospel music

		<p>features religious messages and stories from the Bible; many Gospel songs have solos in them as a further way to praise God. How does music feature in your life, day-to-day?</p> <p>Singing Learn to sing the song ` Michael Row the Boat Ashore ` . 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 ` Michael Row the Boat Ashore ` . 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 Part 3: F, G, A Part 2: F, G Part 1: C, D, F</p> <p>Performing Create and present a holistic performance of ` Michael Row the Boat Ashore ` 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 listen and understand the emotion of music.</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 F major • The first three notes of the F major scale are used (F,G,A) • 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 Nutcracker Suite, Op.71A- Dance Of The Reed Flutes ` . 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 ` Michael Row The Boat Ashore ` . 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</p>

		<p>Improvise with the song `Michael Row the Boat Ashore` 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 Create and present a holistic performance of `Michael Row the Boat Ashore` 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 look after my instrument safely.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `Michael Row the Boat Ashore` 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 F major • The first three notes of the F major scale are used (F,G,A) • 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 Dragon Song`. 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 The Dragon Song is a pop song which teaches us the importance of accepting one another and celebrating our differences. It is about friendship and how we need to look after one another and our environment.</p> <p>Singing Learn to sing the song `The Dragon Song`. 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 `The Dragon Song`. 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: G, A Part 3: G, A, B, D, E Part 2: G, A, B, D, E Part 1: G, A, B, D, E, F</p> <p>Performing</p>

		<p>Perform the song `The Dragon Song`. 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: To compose a 4 beat melody for my instrument.</p>	<p>Recap: Can you remember the song we learnt last week? Can you remember the notes we played on the glockenspiels? What genre of song did we sing 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 F major • The first three notes of the F major scale are used (F,G,A) • 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 Firebud Suite: Finale`. 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 `The Dragon Song` 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 improvisation There are several improvise and/or compose options. Decide which activity below to use in the lesson and perhaps use the others for extension work.</p> <p>Compose with the song `The Dragon Song`. Think about the differences between improvising and composing. In this activity you will revisit the Dragon Song. In this composition activity, choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that will be played with the song in its performance. 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"> • G, A, B • G, A, B, D, E • 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>Music Notepad</p>

		<p>Using the Music Notepad, create your own compositions as a class or in differentiated groups to assess the music theory that has taken place in this unit. The home screen allows you to tailor the settings of your composition by selecting the time and key signatures, clef and numbers of bars. Once these have been selected, you are able to notate your own composition.</p> <p>Perform Children to share their eight- bar melody composition to `The Dragon Song`.</p>
<p>Lesson 5</p>	<p>LO: To sing songs from memory or notation.</p>	<p>Recap: Can you remember the song we learnt last week? Sing the song `The Dragon Song`.</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 F major • The first three notes of the F major scale are used (F,G,A) • 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 `Follow Me`. 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 Rap and Hip-Hop song. Rappers often try to talk about social and political issues in the world. Global warming is a big issue that we all need to try and sort out together. What could you do to try and help the planet?</p> <p>Singing Learn to sing the song `Follow Me`. 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 `Follow Me`. 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 share a final performance with instrumental parts and with confidence.</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 `The Nutcracker Suite, Op.71A- Dance Of The Reed Flutes`. 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>Composing and Improvising</p>

		<p>Revisit the improvising and composing activities connected to the song you are preparing for the final performance.</p> <p>Performing</p> <p>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 quiz</p> <p>The theory quiz summarises all of the musical learning that has taken place this year. Each question is multiple choice and allows you to select the correct answer before moving on.</p>
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