

Music Year Three



Autumn 2: Playing in a Band

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:

Writing Music Down

Future Unit:

Exploring Improvisation

Sticky knowledge and skills:

- To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Invent different actions to move in time with the music.
- To sing a widening range of unison songs, of varying styles and structures.
- Sing expressively with attention to the meaning of the words.
- Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers.
- Rehearse and learn a simple instrumental part by ear or from notation, in C major, F major, G major and E major.
- To become more skilled in improvising by inventing short on the spot responses using a limited note-range.
- Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence.
- To talk about what the song means and why it was chosen to share.

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 dot notation.	<p>The unit question is: What Stories Does Music Tell Us about the Past? Refer back to this question as you move through each lesson in this unit.</p> <p>Complete the year 3 baseline quiz</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"> • Introduce the stave, lines and spaces, and clef. • Use dot notation to show higher or lower pitch • Introduce and understand the differences between crotchets and paired quavers • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Internalise, keep and move in time with a steady beat in 4/4 time • Copy back rhythms from memory or with notation <p>Improvise Together This activity gives you the opportunity to practice improvising together.</p> <ul style="list-style-type: none"> • Begin to create personal musical ideas using the given notes. Using one or two notes confidently is better than using five • Improvise simple riffs using question and answer phrases • Begin to make up their own tunes on the spot

		<ul style="list-style-type: none"> • Play with increasing confidence • Share and talk about their improvisation <p>Listening Listen to ` Love What We Do`. Explain that the song is a really groovy Disco song. Disco is a style of dance music developed in New York and Philadelphia in the 1970s. It's all about making friends and having fun. What is it about the song that makes you want to do that? 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 ` Love What We Do ` 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 ` Love What We Do`. 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 Part 3: C, D, E, F, G, B Part 2: C, D, E, F, G, B Part 1: C, D, E, F, G, B</p> <p>Performing Create and present a holistic performance of ` Love What We Do ` 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: To move and do actions following the beat of the music.</p>	<p>Recap- What song did we learn to sing last week? What can you remember about Disco music?</p> <p>Musicianship options</p> <p>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"> • Introduce the staff, lines and spaces, and clef. • Use dot notation to show higher or lower pitch • Introduce and understand the differences between crotchets and paired quavers • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Internalise, keep and move in time with a steady beat in 4/4 time • Copy back rhythms from memory or with notation <p>Improvise Together This activity gives you the opportunity to practice improvising together.</p> <ul style="list-style-type: none"> • Begin to create personal musical ideas using the given notes. Using one or two notes confidently is better than using five • Improvise simple riffs using question and answer phrases • Begin to make up their own tunes on the spot • Play with increasing confidence • Share and talk about their improvisation <p>Listening Listen to ` Let's Groove`. 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</p>

		<p>Learn to sing the song ` Love What We Do ` . 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 ` Love What We Do ` 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 ` Love What We Do ` 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 make a good sound on my instrument.</p>	<p>Recap: Can you remember the song we learnt last week? Sing ` Love What We Do ` 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"> • Introduce the staff, lines and spaces, and clef. • Use dot notation to show higher or lower pitch • Introduce and understand the differences between crotchets and paired quavers • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Internalise, keep and move in time with a steady beat in 4/4 time • Copy back rhythms from memory or with notation <p>Improvise Together This activity gives you the opportunity to practice improvising together.</p> <ul style="list-style-type: none"> • Begin to create personal musical ideas using the given notes. Using one or two notes confidently is better than using five • Improvise simple riffs using question and answer phrases • Begin to make up their own tunes on the spot • Play with increasing confidence • Share and talk about their improvisation <p>Listening Listen to the song ` When the Saints Go Marchin` In`. 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 ` When the Saints Go Marchin` In`. 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 ` When the Saints Go Marchin` In`. 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-</p>

		<p>Part 4: G Part 3: G, A, D Part 2: G, A, B, C, D Part 1: G, A, B, C, D, E</p> <p>Performing Perform the song `When the Saints Go Marchin` In`. 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 talk about the difference between improvising and composing.</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"> • Introduce the staff, lines and spaces, and clef. • Use dot notation to show higher or lower pitch • Introduce and understand the differences between crotchets and paired quavers • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Internalise, keep and move in time with a steady beat in 4/4 time • Copy back rhythms from memory or with notation <p>Improvise Together This activity gives you the opportunity to practice improvising together.</p> <ul style="list-style-type: none"> • Begin to create personal musical ideas using the given notes. Using one or two notes confidently is better than using five • Improvise simple riffs using question and answer phrases • Begin to make up their own tunes on the spot • Play with increasing confidence • Share and talk about their improvisation <p>Listening Listen to the song `Jaws: Main Theme`. 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 `When the Saints Go Marchin` In`. 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 `When the Saints Go Marchin` In`. 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 `When the Saints Go Marchin` In` 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 sing confidently with the class using expression.</p>	<p>Recap: Can you remember the song we learnt last week? Sing the song `When the Saints Go Marchin` In`.</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"> • Introduce the staff, lines and spaces, and clef. • Use dot notation to show higher or lower pitch • Introduce and understand the differences between crotchets and paired quavers • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Internalise, keep and move in time with a steady beat in 4/4 time • Copy back rhythms from memory or with notation <p>Improvise Together This activity gives you the opportunity to practice improvising together.</p> <ul style="list-style-type: none"> • Begin to create personal musical ideas using the given notes. Using one or two notes confidently is better than using five • Improvise simple riffs using question and answer phrases • Begin to make up their own tunes on the spot • Play with increasing confidence • Share and talk about their improvisation <p>Listening Listen to the song ` My Bonnie Lies Over The Ocean`. 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 this week we are looking at Folk songs. Folk songs are found in all cultures throughout the world and are passed down through singing from person to person. This song is about someone's lover who has to go away across the ocean. Why is it important to pass on stories? How does music help us to do this? Discuss what you think the composer's intentions were, using musical vocabulary.</p> <p>Singing Learn to sing the song ` My Bonnie Lies Over The Ocean`. 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 ` My Bonnie Lies Over The Ocean`. 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: C, D, E, F, G, A Part 2: C, D, E, F, G, A Part 1: C, D, E, F, G, A</p> <p>Performing Perform the song ` My Bonnie Lies Over The Ocean`. 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 talk about the song chosen for the performance and why it was chosen to share.</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 ` Let's Groove`. 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

Playing

Recap playing tuned percussion with your chosen song for the performance.

Improvising and composing

Revisit the improvising and composing activities connected to the song you are preparing for the final performance.

Performing

Complete a performance of your chosen song from the unit. Record the performance using an iPad.

After the performance ask the children:

- 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?

End of year 3-unit 2 quiz

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.