

# Music Year Three



## Autumn 1: Writing Music Down

### 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:

Year 2: Our Big Concert

### Future Unit:

Playing in a Band

### Sticky knowledge and skills:

- Share your thoughts and feelings about the music together.
- Talk about what the song or piece of music means.
- Find the beat or groove of the music
- To sing as part of a choir.
- Demonstrate good singing posture.
- To sing with awareness of following the beat.
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Rehearse and learn a simple instrumental part by ear or from notation, in C major, F major, G major and E major.
- Compose over a simple groove.
- To start to use simple structures within compositions, verse, chorus or AB form.
- Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence.

### 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: To share your thoughts and feelings about a piece of Country music.

The unit question is: **How does music bring us closer together?** Refer back to this question as you move through each lesson in this unit.

#### Complete the year 3 baseline quiz

#### 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

- 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

#### Improvise Together

This activity gives you the opportunity to practice improvising together.

- 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

#### Listening

		<p>Listen to ` Home Is Where the Heart Is`. Explain the song is a country song, it is a popular style of music originated in the southern states of America. 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><b>Singing</b> Learn to sing the song ` Home is Where the Heart Is` The on-screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><b>Playing</b> Play your instruments with the song ` Home Is Where the Heart Is`. 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. The glockenspiel parts use the following notes- Part 4: C, D Part 3: C, D, E, F, G, A, B Part 2: C, D, E, F, G, A, B Part 1: C, D, E, F, G, A, B</p> <p><b>Performing</b> Create and present a holistic performance of ` Home Is Where the Heart Is` 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><b>Lesson 2</b></p>	<p>LO: To sing with awareness of following the beat.</p>	<p><b>Recap-</b> What song did we learn to sing last week? What can you remember about Country music?</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b> As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Introduce the stave, lines and spaces, and clef.</li> <li>• Use dot notation to show higher or lower pitch</li> <li>• Introduce and understand the differences between crotchets and paired quavers</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note</li> <li>• Internalise, keep and move in time with a steady beat in 4/4 time</li> <li>• Copy back rhythms from memory or with notation</li> </ul> <p><b>Improvise Together</b> This activity gives you the opportunity to practice improvising together.</p> <ul style="list-style-type: none"> <li>• Begin to create personal musical ideas using the given notes. Using one or two notes confidently is better than using five</li> <li>• Improvise simple riffs using question and answer phrases</li> <li>• Begin to make up their own tunes on the spot</li> <li>• Play with increasing confidence</li> <li>• Share and talk about their improvisation</li> </ul> <p><b>Listening</b> Listen to ` Hallelujah Chorus From Messiah`. 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><b>Singing</b> Learn to sing the song ` Home is Where the Heart Is` The on-screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><b>Improvise with the song `Home Is Where the Heart Is`</b> 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><b>Option 1. Improvise Together</b> 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><b>Option 2. Improvise with the song</b></p>

		<p>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><b>Performing</b></p> <p>Create and present a holistic performance of `Home Is Where the Heart Is` 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><b>Lesson 3</b></p>	<p>LO: Rehearse and learn a simple instrumental part by ear or from notation, in C major, F major, G major and E major.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Sing `Home is Where the Heart Is` together.</p> <p><b>Musicianship options</b></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><b>Understanding Music</b></p> <p>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Introduce the staff, lines and spaces, and clef.</li> <li>• Use dot notation to show higher or lower pitch</li> <li>• Introduce and understand the differences between crotchets and paired quavers</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note</li> <li>• Internalise, keep and move in time with a steady beat in 4/4 time</li> <li>• Copy back rhythms from memory or with notation</li> </ul> <p><b>Improvise Together</b></p> <p>This activity gives you the opportunity to practice improvising together.</p> <ul style="list-style-type: none"> <li>• Begin to create personal musical ideas using the given notes. Using one or two notes confidently is better than using five</li> <li>• Improvise simple riffs using question and answer phrases</li> <li>• Begin to make up their own tunes on the spot</li> <li>• Play with increasing confidence</li> <li>• Share and talk about their improvisation</li> </ul> <p><b>Listening</b></p> <p>Listen to the song `Let's Work It Out Together`. This song is all about helping each other and being there for people. 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><b>Singing</b></p> <p>Learn to sing the song `Let's Work It Out Together`. The on-screen resource will assist you with listening and learning the song.</p> <p>You could:</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><b>Playing</b></p> <p>Play your instruments with the song `Let's Work It Out Together`. 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.</p> <p>The glockenspiel parts use the following notes-</p> <p>Part 4: C  Part 3: C, E, F, G, A  Part 2: C, D, E, F, G, A  Part 1: C, D, E, F, G, A</p> <p><b>Perform</b></p> <p>Perform the song `Let's Work It Out Together`. Play your instruments whilst performing.</p> <p>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><b>Lesson 4</b></p>	<p>LO: To compose music with a beginning, middle and end.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Describe what the song tells us about?</p> <p><b>Musicianship options</b></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><b>Understanding Music</b></p> <p>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Introduce the staff, lines and spaces, and clef.</li> <li>• Use dot notation to show higher or lower pitch</li> </ul>

- 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
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#### **Improvise Together**

This activity gives you the opportunity to practice improvising together.

- 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

#### **Listening**

Listen to the song `The Loco-Motion`. 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.

#### **Singing**

Learn to sing the song `Let's Work It Out Together`. The on-screen resource will assist you with listening and learning the song.

You could:

- 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

#### **Compose 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.

#### **Compose with the song `Lets Work It Out Together`.**

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.

- C, D, E
- C, D, E, G, A
- 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

#### **Create a graphic score- Dreaming of Mars**

- Create a graphic score using sounds, rhythms and pitch
- Keep a record of your composition; then you can play it again with your friends

#### **Compose with a theme- Dreaming of Mars**

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.

- C, D, Eb
- C, D, Eb, F, G
- 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)

		<ul style="list-style-type: none"> <li>• Compose song accompaniments on untuned percussion using known rhythms and note values</li> </ul> <p><b>Music Notepad</b> 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><b>Perform</b> Perform the song `Let's Work It Out Together`. 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><b>Lesson 5</b></p>	<p>LO: To find the beat or groove of the music.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Sing the song `Let's Work It Out Together`.</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b> As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Introduce the staff, lines and spaces, and clef.</li> <li>• Use dot notation to show higher or lower pitch</li> <li>• Introduce and understand the differences between crotchets and paired quavers</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note</li> <li>• Internalise, keep and move in time with a steady beat in 4/4 time</li> <li>• Copy back rhythms from memory or with notation</li> </ul> <p><b>Improvise Together</b> This activity gives you the opportunity to practice improvising together.</p> <ul style="list-style-type: none"> <li>• Begin to create personal musical ideas using the given notes. Using one or two notes confidently is better than using five</li> <li>• Improvise simple riffs using question and answer phrases</li> <li>• Begin to make up their own tunes on the spot</li> <li>• Play with increasing confidence</li> <li>• Share and talk about their improvisation</li> </ul> <p><b>Listening</b> Listen to the song `Please Be Kind`. 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 learning about pop music. Pop music has evolved over the years and different countries have their own versions of pop music. Pop singers are some of the most famous people on the planet. How many pop singers can you think of? Discuss what you think the composer's intentions were, using musical vocabulary.</p> <p><b>Singing</b> Learn to sing the song `Please Be Kind`. The on-screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> <li>• Demonstrate and maintain correct posture and breath control</li> </ul> <p><b>Performing</b> Perform the song `Please Be Kind`. 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><b>Lesson 6</b></p>	<p>LO: To practise, rehearse and share a song from the unit, from memory or with notation, and with confidence.</p>	<p><b>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.</b></p> <p><b>Listening</b> 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 `Hallelujah Chorus From Messiah`. 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><b>Singing</b> As a class choose a song to revisit singing from the list on the screen.</p> <ul style="list-style-type: none"> <li>• Learn to sing the song as part of an ensemble/choir</li> <li>• Follow a leader/conductor</li> <li>• Understand the meaning of the song</li> </ul>

- 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 1 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.