

Subject: Music	Year group: Year 3	Topic: Spring 1 Composing Using Your Imagination How Does Music Make the World a Better Place?	Initiation & activation activities:
<p>Prior knowledge required:</p> <p>Children have an understanding about pulse, beat, rhythm, tempo and dynamics They can listen to and respond to a variety of pieces of music describing their thoughts and feelings. They can sing and can begin to understand the meaning of some songs They can improvise and explore sounds They can use their voice and instruments to make simple performances by following a leader or conductor They can demonstrate an understanding of musical style They can make, rehearse and perform simple compositions They have a basic understanding of musical language</p>		<p>Vocabulary:</p> <p>notes notation pitch melody tune style tempo dynamics timbre texture structure verse chorus rehearse rehearsal audience performance compose compositions steady beat metre 4/4 rhythmic pattern melody melodic pattern tonic sol-fa scale tonal centre major scale minims crotchets quavers ensemble conductor posture improvise improvisation</p>	<p>Listening Centre- listening calendar choose some Music to listen and respond to</p> <p>Think about the overarching question for the whole Unit - Note some of children's initial answers to the question.</p>
<p>Intent - Programme of Study</p> <p>The Model Music Curriculum supports pupils to</p> <ul style="list-style-type: none"> <li>• Build their musical knowledge</li> <li>• Develop their musicianship through these areas of Music: <ul style="list-style-type: none"> <li>Singing</li> <li>Listening</li> <li>Composing</li> <li>Performing / instrumental performance</li> </ul> </li> </ul>		<p>Implementation</p> <p><b>Denotes greater depth learning opportunities</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</li> <li>• Identify and describe feelings as they relate to music.</li> <li>• Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</li> </ul> <p><b>Listen and Respond</b></p> <ul style="list-style-type: none"> <li>• Finding the beat or groove of the music and demonstrating it</li> </ul>	

through clapping and/or movement.

- Identifying and describing their feelings when hearing the music.
- Talking about why they like or don't like the music, and sharing their thoughts and feelings about it (with each other).
- Inventing different actions to move in time with the music.
- Talking about the key instruments they hear.
- Using the musical language on the 'Respond' and 'Extended Listening' tabs to discuss what they hear.
- **Using appropriate musical language to describe and discuss the music.**
- **Starting to use musical concepts with more confidence.**
- **Recognising that some instruments are band instruments and some are orchestral instruments.**
- Using the 'Understand' tab; thinking about where the music fits into the world.
- Using the 'Understand' tab; thinking about and discussing why the song or piece of music was written.
- Discussing when and where they listen to, sing or play music with their friends, family or with other people.
- Discussing the style of the music and any other music they have heard that is similar.
- Talking about what the song or piece of music might mean.

#### **Understanding and Using The Language of Music**

- Composing a 'stand-alone' piece of music which includes:
  - A time signature.
  - A treble clef.
  - Four bars or six bars.
  - The right notes for the scale and key signature.
  - Rhythmic combinations of minims, crotchets **and paired quavers**, with their corresponding rests.
  - Expression/dynamics.
  - A melody that starts and ends on note one.

- Following the musical instructions given for this composition:
  - Compose in 4/4 time.
  - Make musical decisions within a given set of musical parameters:
    - C major (the tonal centre is C major: start and end on C).
  - Create a four or six-bar melody using the first three notes of the C major scale (C, D, E) or the pentatonic scale (C, D, E, G, A).
  - Use simple rhythmic combinations of minims, crotchets **and paired quavers**, with their corresponding rests to create rhythm patterns.
  - Apply expression to the composition by adding tempo instructions and dynamics.
  - Give the melody a shape.

#### **Developing performance awareness skills**

- Demonstrate an awareness of pulse/beat when listening, moving to and performing music.
- Demonstrate an understanding of the importance of posture, diction and technique when performing.
- When planning, rehearsing, introducing and performing the song:
  - Understand and make connections between the music encountered and the Social Theme.
  - Understand and apply learning from the Musical Spotlight.
  - Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.

#### **Singing as part of a performance**

- Singing as part of a choir and in unison.
- Demonstrating good singing posture.
- Singing the unit songs from memory **or notation**.
- Listening for being 'in time' or 'out of time', with an awareness of following the beat.

- Singing with attention to clear diction.
- Rejoining the group with help if they get lost or out of time.
- **Singing expressively, with attention to breathing and phrasing.**
- Having a go at singing a solo.
- Discussing together what the song or piece of music might be about.
- Performing actions confidently and in time.
- **Singing expressively, with attention to the meaning of the words.**
- Following the leader or conductor.

#### **Playing instruments as part of the performance**

- Playing a part on a tuned instrument by ear **or from notation.**
- Playing the right notes **with secure rhythms.**
- Rehearsing and performing their part within the context of the unit song.
- Playing together with everybody while keeping the beat.
- Listening to and following musical instructions from a leader.
- Treating instruments carefully and with respect.
- Playing their instruments with good posture.

#### **Improvising as part of the Performance**

- Following a steady beat and staying 'in time'.
- Becoming more skilled in improvising; perhaps trying more notes and rhythms.
- **Including rests or silent beats.**
- **Thinking about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.**

#### **Composing as part of the performance**

- Including a home note, to give a sense of an ending; coming home.
- Performing their simple composition using their own choice of notes.
- Describing how their melody was created.
- **Successfully creating a melody in keeping with the style of the backing track.**

#### **Presenting a performance**

- Planning, rehearsing and performing a song to an audience.
- Explaining why the song was chosen.
- Showing their understanding of the Musical Spotlight and Social Theme, and how it has influenced their performance.
- Following the leader or conductor.
- Talking about the strengths of the performance, how they felt and what they would like to change.
- Introducing the performance with an understanding of what the song is about and commenting on any other relevant connections.
- Practising, rehearsing and sharing a song that has been learned in the lesson, from memory or with notation, and with confidence.
- **Playing and performing melodies following staff notation (using a small range) as a whole class or in small groups.**
- Including any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.
- Talking about what the song means and why it was chosen to share.
- Reflecting on feelings about sharing and performing, eg excitement, nerves, enjoyment.

