



**Subject:** Music  
**Year group:** 3  
**Term:** Summer 1  
**Unit name:** Bringing Us Together (Charanga)  
**Subject Driver:** Diversity

Knowledge/Skills:	
Listen and Appraise: Bringing Us Together (Disco)	Find the pulse as you are listening. Identify the instruments/voices you can hear. Explain how the words of the song tell a story.
Musical activities (using glocks and/or recorders)	Copy back, play, invent rhythmic and melodic patterns. Sing in 2 parts. Play instrumental parts accurately and in time as part of the performance. Improvise in the lessons and as part of the performance. Compose a simple melody using simple rhythms and use as part of the performance.
Perform and Share	Contribute to the performance by singing, playing an instrumental part, improvising or performing your composition. Discuss thoughts and feelings towards the performance.

About this unit:	
Theme	This is a Disco song about friendship, peace, hope and unity.
Facts/info	Disco
Listen	Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce
Vocabulary	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody
Reflection	What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? What are the 'style indicators' of Disco music? How do you know this is Disco music?

**Big Ideas:**

Find the pulse as you are listening.

Identify the instruments/voices you can hear.

Explain how the words of the song tell a story.

Play and copy back using up to 3 notes – C + A.

Sing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G.

Improvise using up to 2 notes – C + A.

Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions

**Prior Learning:**

Identify the instruments/voices you can hear.

Explain how the words of the song tell a story.

Play and copy back using up to 3 notes – G + A.

Sing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B.

Improvise using up to 3 notes – G, A + B.

Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions

