



Subject: Music
Year group: 3
Term: Autumn 2
Unit name: Glockenspiel Stage 1 (Charanga)
Subject Driver: Diversity

About this unit:

Theme	Exploring & developing playing skills using the glockenspiel.
Facts/info	Mixed styles
Listen	Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth
Vocabulary	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, 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?

Knowledge/Skills:	
Listen and Appraise:	Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening.
Musical activities (using glocks and/or recorders)	Learn to play and read the notes C, D, E + F. Learn to play these tunes: Easy E Strictly D Play Your Music Drive Dee Cee's Blues What's Up D-E-F-initely Roundabout March of the Golden Guards Portsmouth Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F.





Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'



Perform and Share	Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it? The performance will include one or more of the following: Improvisations, Instrumental performances, Compositions
-------------------	---

<p>Prior Learning: Identify the piece's structure: Introduction, verse, chorus.</p> <p>Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</p> <p>Warm-up Games copy back, play, invent rhythmic and melodic patterns.</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts accurately and in time, as part of the performance.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.</p>

<p>Spiritual Development Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts. Colossians 3:16</p>
--

<p>Big Ideas:</p> <p>Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</p> <p>Find the pulse while listening.</p> <p>Learn to play and read the notes C, D, E + F.</p> <p>Learn to play these tunes:</p> <ul style="list-style-type: none">Easy EStrictly DPlay Your MusicDriveDee Cee's BluesWhat's UpD-E-F-initelyRoundaboutMarch of the Golden GuardsPortsmouth <p>Improvise with Dee Cee's Blues using the notes C + D.</p> <p>Compose using the notes C, D, E + F.</p> <p>Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it?</p> <p>The performance will include one or more of the following:</p> <ul style="list-style-type: none">ImprovisationsInstrumental performancesCompositions
