

Subject: Music

Year group: 3

Term: Summer

Unit name: Reflect, Rewind and Replay
(Charanga)

Hope

I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future.
Jeremiah 29:11

Big Ideas:

Step 1 – To consolidate learning on 'pulse', 'duration' and 'staves and clefs' and perform the unit songs in the styles of music learnt using voices and glockenspiels.

Step 2 – To consolidate learning on 'duration (crotchet and crotchet rest)' and 'staves and clefs (treble clef)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.

Step 3 – To consolidate learning on 'pitch', 'time signatures' and 'duration (minim and minim rest)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.

Step 4 – To consolidate learning on 'tempo' and 'time signatures' and perform the unit songs in the styles of music learnt using voices and glockenspiels and improvisation.

Step 5 – To consolidate learning on 'dynamics' and 'time signatures (bar lines)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.

Step 6 – To consolidate learning on 'pulse', 'rhythm', 'pitch', 'tempo', 'duration', 'staves and clefs' and 'time signatures' and perform the unit songs in the styles of music learnt using voices and glockenspiels.



Knowledge/Skills: Being friends.

Listening:

Identify the piece's structure.

Identify the instruments/voices.

Find the pulse while listening.

Musical activities:

Copy back, play, invent rhythmic and melodic patterns.

Sing in unison.

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 it as part of the performance.

Perform and Share:

Prepare a performance of songs and activities from the year.

Reflect on what you like best about your performance, how you feel about it and how you felt during the performance.

Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Prior Learning:

Find the pulse as you are listening.

Identify the instruments/voices you can hear.

Explain how the words of the song tell a story.

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.

Contribute to the performance by singing, playing an instrumental part, improvising or performing your composition.

Unit songs:

L'Homme Arme by Robert Morton

– Early Music Les Tricoteuses (The

Knitters) – Baroque The Clock: Il

Andante by Franz Joseph Haydn –

Classical Piano Concerto: Allegro

Maestoso (Tempo Giusto) by Franz

Liszt – Romantic Prelude A L'Apres-

Midi d'un Faune by Claude Debussy

– 20th century Music for Large and

Small Ensembles (opening) by

Kenny Wheeler – Contemporary