

Inspiring and enabling our school community to live life to the full



YEAR 3

Subject: Music
Unit Title: I've been to Harlem

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception and KS1: Children have learnt to sing rhythmically and in tune, including: echo songs, call-and-response and singing in rounds.
Children have developed a secure understanding of: tempo, pitch and rhythm and are able to maintain a beat, played an ostinato and have experimented with timbre.
Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have recorded their compositions using graphic symbols and stick notation. They have listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music.
They have learnt the following musical notation: crotchet, quaver, rest.

Key Vocabulary taught in this unit:

Pitch: pentatonic scale, note clusters, chords.
Structure: ostinato, echo, phrase, call-and-response.
Tempo: beat.
Texture: unison, round, accompaniment.
Other: improvise, compose, ensemble, melody, score, finale.

Notes: F, G, A, C, D

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Compose a pentatonic ostinato.
Sing a call-and-response song in groups, holding long notes confidently.
Play melodic and rhythmic accompaniments to a song.
Listen and identify where notes in the melody of the song go down and up.

Objectives

National Curriculum for Music KS2 coverage:

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.

Model Music Curriculum YEAR 3 coverage:

Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano,

loud and soft.

Perform actions confidently and in time to a range of action songs.

Listen to recorded performances.

Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited note range.

Compose song accompaniments on untuned percussion using known rhythms and note values.

Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.

Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.

Song Bank:

I've been to Harlem; Tongo; Siren; Born to be wild.

Watch/Listen/Move:

Tongo progression snapshot 1 videos (Sing Up).

I've been to Harlem cup rhythms video.

Peer Gynt Suite No. 1 (Morning Mood) (Edvard Grieg).

Impact / Outcome:

What will the final product / result be?

Children demonstrate they they can perform a song in unison, as a round, and with accompaniment.

Children will show that they are able to listen and identify where notes in a melody rise and fall in pitch.

Can will sing a call-and-response song and hold long notes confidently.

Children compose a pentatonic ostinato and note cluster chords.

Children will invent and confidently play melodic and rhythmic accompaniments to a song.

P4C Inquiry (where appropriate)