

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



YEAR 3

Subject: Music
Unit Title: From a Railway Carriage

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception and KS1: 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 listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music. Children have experienced music from different cultures: including music from Poland and folk songs from North America.

Year 3: Children invented cup rhythms and explored pentatonic melodies from around the world. They have sung in rounds and composed ostinato accompaniments. Children have interpreted music through movement and art.

Key Vocabulary taught in this unit:

Duration: steady beat, repetition, rhythm.
Structure: pattern, fugue, round.
Texture: unison, layers, combining sounds.
Timbre: exploring sounds for intended effect, using words and voices musically.
Other: collaboration, rap, music NOT sound effects, dynamics, timbre, tempo, structure, improvise, vocal sounds, body percussion, conductor, volume.

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

Explore ways to create word-based pieces of music.

Explore ways to communicate atmosphere and effect.

Listen and compare how different composers have approached creating word-based compositions.

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:

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.

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.

Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end.

Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.

Song Bank:

Celebration; Boom chicka boom.

Watch/Listen/Move:

Night mail (Benjamin Britten, performed by Sir Tom Courtenay & Vangelis).

Geographical fugue (Ernst Toch).

Smooth (instrumental) (Carlos Santana).

No place like (Kerry Andrews).

Impact / Outcome:

What will the final product / result be?

Children demonstrate that they can chant and maintain spoken rhythms to a steady beat, using words creatively, through exploring dynamics, tempo, and timbre.

Children develop, extend, and structure ideas to create a group rhythm rap.

P4C Inquiry (where appropriate)