

Music – Year 3

Content

Big Questions

Autumn 1: Are keyboard instruments the most important?

Autumn 2: How can a performance make a difference to the audience?

Spring 2: How can the ukulele make different sounds?

Summer 1: How can your facial expressions change a performance?

Summer 2: Why are chords important to songs?

NC KS2 objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ul style="list-style-type: none"> ▪ Use all musical elements to describe, compare and evaluate music. ▪ Explain and describe how different musical elements have been used to create different effects. ▪ Compose a short piece based on a theme. ▪ Maintain their own part in a performance, with confidence to take the lead and suggest ideas to others. ▪ Maintain a complex part within an ensemble and to sing accurately in tune. ▪ Perform from and write using all notation taught. 	<ul style="list-style-type: none"> ▪ Children can use pitch, duration, dynamics, tempo and structure to compare and evaluate music. ▪ Discuss and explore reasons why one musical instrument (rather than another) has been used to create different moods and effects on the audience. ▪ Maintain their own part within an ensemble – either whole class, a trio or a quartet. ▪ Sing in tune with expression. ▪ Be familiar with the value of crotchets, quavers and minims. ▪ Begin to recognise the pitch of notes on a stave. ▪ Hold the ukulele correctly and finger some chord. ▪ Strum the ukulele in time to the beat and perform with growing confidence. 	<p>Basic</p> <p><u>Term 1</u> brass trumpet trombone tuba French horn pitch tempo</p> <p><u>Term 2</u> rehearse perform verse chorus warm-up performance confidence</p> <p><u>Term 4</u> ukulele strumming</p>	<p>Adventurous</p> <p><u>Term 1</u> dynamics effect mood</p> <p><u>Term 2</u> expression</p> <p><u>Term 4</u> chord strings</p>	<p>Technical</p> <p><u>Term 1</u> piano forte crescendo diminuendo crotchet minim semibreve</p> <p><u>Term 2</u> conductor collective cue unison</p> <p><u>Term 4</u> fingering tuning tuning pegs fret board technique</p>

		<u>Term 5</u> chant beat voice action performance	<u>Term 5</u> beat technique chorus	<u>Term 5</u> posture lyric expression emotion body language
		<u>Term 6</u> ukulele sequence	<u>Term 6</u> strumming symbol compose composition	<u>Term 6</u> tempo dynamics duration crotchet minim semibreve notation

Knowledge

Substantive Knowledge

Term 1 – Listening & Appraising (Are keyboard instruments the most important?)

Lesson 1: LO – To know what dynamics is and how it is used in music.
dynamics, piano, forte, crescendo, diminuendo
Children to know that dynamics tell us how loud or quiet a piece of music is. Children to be able to describe the dynamics and comment on any changes to the dynamics when listening to music. Use Bond Theme and I’m Still Standing. Introduce vocabulary piano, forte, crescendo, diminuendo.

Lesson 2: LO – To understand how dynamics is used to create an effect.
dynamics, effect
Develop discussion from previous lesson and ensure children understand that dynamics can be used to create an effect. Using the same pieces of music from previous lesson, children to create a dynamic graph to represent the dynamics used in the music and highlight how these changes throughout. Children to comment on how the dynamics are used to create an effect.

By considering how music makes one feel and can move us deeply.

Lesson 3: LO – To know the brass instrument family.
brass, trumpet, trombone, tuba, French horn

Disciplinary Knowledge

To sing tunefully and with expression

To read notes’ pitch using ‘FACE’ and ‘Every Green Bogey Deserves Flicking’ to begin to have familiarity with notes.

To read the duration value of notes

To respond to Italian technical direction or the direction of a conductor.

Improvising is creating new music in the moment using the beat.

Composing can be done by applying structure and repeating the composed rhythm note values.

To play simple chords on the ukulele strumming

Children to know that brass instruments are played by blowing into the instrument through a mouthpiece or similar which causes vibrations in the tube and creates a sound from the instrument. Children to know brass instruments can be used in classical orchestras, big bands and in jazz pieces. We also see them in marching bands. Children to be able to identify trumpet, trombone, tuba and French horn.

Lesson 4: LO – To understand the differences between brass instruments.

pitch, tempo, dynamics

Children to understand the differences between brass instruments. Children to comment on the difference in pitch, tempo and dynamics on how brass instruments are played. Show children live performances of 'Feeling Good' and 'I'm Still Standing' – children to identify brass instruments confidently, comment on the differences and link to elements of music (pitch, tempo and dynamics).

Lesson 5: LO – To understand why instruments are used to create a mood.

mood, effect

Children to understand that instruments are used differently to create a mood. Use 'My Baby' by Nina Simone and 'Love, Love, Love' by The Beatles. What mood and/or emotions does the music create? Which instruments have an impact on this? Children to comment on the emotions created by the instruments in these pieces of music. Children to justify how these pieces differ through how the instruments are used.

Lesson 6: LO – To understand how to keep in time with the pulse of music.

crotchet, minim, semibreve

Children to understand how to keep in time with the pulse when using different rhythms at the same time. Show children by clapping four times at a steady beat. 1, 2, 3, 4. If you clap on every beat, these are crotchets. If you clap on beats 1 and 3, they are minim beats. If you just clap on beat 1, this is a semibreve beat. Children to know that crotchets are worth 1 beat, minims are worth two beats and semibreves are worth 4 beats. Model this visually to the children using a simple diagram on the w/b. Split children into three groups (crotchets/minims/semibreves). The crotchet group should start a steady beat 1, 2, 3, 4. The minim and semibreve groups should join in shortly after. Children should notice that the only beat everybody claps together is beat 1. Use this beat to emphasise the start of each round and hold the pulse.

To be able to verbalise their sensory responses and begin to explore their reactions to stimuli.

Term 2 – Carol Service (How can a performance make a difference to an audience?)

Lesson 1: LO – To know the songs to rehearse.

rehearse, perform

Children to be shown the songs that make up the performance that will be being rehearsed throughout the term. Allow time for children to listen through the set before choosing two to focus on at these early stages.

Lesson 2: LO – To understand the parts of the songs.

verse, chorus, warm-up

Children to understand the different parts of the song (e.g. verse/chorus). Children to know that the chorus repeats. This should be practiced first to ensure it is fluent and clear. Break down the songs being rehearsed into small chunks. Encourage children to stand when singing; retrieve Y2 knowledge of warm-up techniques before singing.

Lesson 3: LO – To know how to sing collectively as a group.

conductor, collective

Children to know that in order to sing collectively together, it is important to listen to each other carefully and watch/listen for the leader (conductor). Children to know that the conductor leads a group of musicians when performing – the conductor determines the tempo and leads musicians into a piece of music before, during and after a performance. Practice singing key parts collectively and ensure children are in time together and singing using appropriate level of dynamics.

[Pupils show delight and curiosity in creating their own sounds.](#)

Lesson 4: LO – To understand how to follow cues.

conductor, cue, unison

Children to understand the importance of following cues. Children to practice following an adults lead (conductor) when rehearsing songs. Adult may signal for children to sing louder/quieter or faster/slow and children should practice watching, looking and following those cues. Children should also be aware of starting and stopping with instruction from the conductor. Children should start and stop at the same time in order to sing in unison and to sing collectively.

Lesson 5: LO – To know how to rehearse ready for a performance

performance, expression, confidence

Children to rehearse the full set of songs using all skills taught and rehearsed. Children should sing collectively, in unison, whilst following the conductor/leader. Children should pitch accurately and use appropriate tempo/dynamics when singing along to the music. Stop and practice key parts where necessary in order to ensure the performance sound is tight.

[Visiting the local church- exploring the senses used during Christingle.](#)

Term 4: Ukulele (How can the ukulele make different sounds?)

Lesson 1: LO – To know the features of a ukulele.

ukulele, strings, tuning pegs, fretboard

Children to know the key parts of a ukulele (e.g. neck, body, four strings, tuning pegs, bridge, fretboard and sound hole). Allow time for children to explore the ukuleles and the different parts of the instrument. Allow time for children to see ukuleles be played professionally (video). Children to identify the different parts and explain their function. Children to know the ukulele is part of the string instrument family.

Lesson 2: LO – To know how to tune a ukulele.

ukulele, tuning pegs, tuning

Children to know that each of the four strings attaches to its own tuning peg. Children to know the four strings are GCEA (Goats Can Eat Anything). Show children how they link together. Explain to children that turning the peg one way makes the string have a sharper

pitch, turning it the opposite way makes the string have a flatter pitch. Model to the children how the pitch and sound changes as the pegs are moved. Break down the tuning task into smaller parts – use clips to model this for the children. Allow time for children to tune the strings individually and match their sound to the modelled version (video) and others around them.

Lesson 3: LO – To understand how to create a clear sound through strumming.

strumming, technique

Children to develop a successful strumming technique to create a clear sound. Children do not need to worry about the sound they are making apart from how clear it is. At this point, children are just developing an effective strumming technique to ensure their sound is clear. For the down strum, keep knuckles pointed away from you, curl fingers in towards your body and strum in a downwards motion with your index fingernail striking the strings. For the upward strum, use the fleshy pad of your index finger on your thumbnail. Allow children time to practice technique; remodel where necessary.

Lesson 4: LO – To know how to play the C chord.

chord, fret board

Children to know that in order to play the C chord, you must put your finger on the third fret of the first string. This is the C chord. Use video link to model this and then remodel with the children before using My Turn/Your Turn with simple rhythms to practice the C chord. Children can also practice with well-known song 'A Sailor Went to Sea, Sea, Sea' where children play the C chord each time they repeat the words 'Sea, Sea, Sea'.

Pupils show delight and curiosity in creating their own sounds.

Lesson 5: LO – To know how to play the chords F and G7.

chord, fret board, fingering

Children to know how to play the F and G7 chords on the ukulele. Use the book 'Ukulele from the Beginning' to model the finger patterns along with suitable video links. Then remodel to the children along with My Turn/Your Turn with simple call and response sequences to practice. Children will need time to practice the finger patterns as these are slightly more developed than the chord of C. Children to be comfortable in playing the chords of C, F and G7. Use short tunes from 'Ukulele from the Beginning' book to support practice and rehearsal; repetition is key.

The awareness that the growing development of a personal identity through learning to play an instrument.

Term 5: Singing (How can your facial expression change a performance?)

Lesson 1: LO – To understand that chants can be performed in unison.

chant, unison, beat

Children to understand that using chants is an effective way to warm up voices and rehearse performing in unison. Chants can also be executed in different ways linking to the elements of music. Use key chants for children to practice keeping in time (e.g., call and response, changing tempo/dynamics/pitch). Children should aim to keep in time with each other.

Lesson 2: LO – To understand how to sing in unison.

unison, technique, posture

Using 'Morning Town Ride', children to develop strategies from previous lesson to sing in unison. Children should develop good singing habits (e.g., standing, feet shoulder width apart, standing up straight with a good posture. Break tune down into smaller parts; focus on singing in unison and ensuring the sound is clear and the beginning/ends of phrases are crisp, clean and together.

Pupils show delight and curiosity in creating their own sounds when singing in unison.

Lesson 3: LO – To know how to combine actions when singing.

verse, chorus, action, lyric

Introduce 'Here Comes the Sun' song. Allow time for children to listen and become familiar. Children do not need to learn the song in full at this point – children should learn part (e.g., chorus) so they are confident in the lyrics. Children to create actions to match the lyrics which they can use when singing. Provide copy of the lyric extract being used. Children should work in small groups to create actions and practice combining them with singing.

Do I treat people the same way?

Lesson 4: LO – To know the impact expression has when singing.

expression, emotion, body language

Children to understand the impact expression has when singing. Children to know that expression creates meaning and emotion – link to when we are reading – the same works for singing. Discuss with children how we show expression (body language/facial expressions/actions etc.). Use 'Open the Eyes of My Heart' – children to use their actions to develop expression. Discuss and model how facial expressions can develop this further. How does this impact the audience? Children to develop the use of expression to develop performance quality.

Lesson 5: LO – To understand how to use expression to improve a performance.

expression, emotion, performance

Children to develop the use of expression. Using songs from previous lessons, children to show how they can develop performance quality using expression. Model to children how to sing a phrase with no expression – children to respond with same phrase using expression. Children could then work in pairs/threes/small groups to show the difference between performances with and without expression. In their pairs, one child could sing as plainly as possible (no expression) whereas their partner should sing fully with expression. Can other children identify which child in their pair is singing with good expression? What do they do in order to convey the expression and the emotion when they're singing?

Term 6: Ukulele (Why are chords important to songs?)

Lesson 1: LO – To know how to play in unison.

ukulele, strumming, tempo, dynamics

Children to know that in order to play in unison, children have to use similar strumming patterns and keep in time with each other. Retrieve effective strumming techniques from Term 4. Allow time for children to practice an effective strumming technique. Adult lead a simple rhythm for children to copy. Children to keep in time. Adapt the strumming in terms of

tempo and dynamics; challenge the children to keep in time when varying the difficulty of the pattern.

Lesson 2: LO – To know how to play using symbols.

symbol, sequence, duration

Use non-musical symbols to represent duration in the form of syllables. For example: four pictures: sun, lion, elephant and baby rhino. The syllables are 1, 2, 3, 4 in the sequence of words. Explain to children that they are to strum the number of syllables for the pictures they see. Provide the children with a sequence of the picture symbols for them to play along as part of a sequence. Encourage the children to sound out the syllables as they play. Children can strum with an open fretboard or choose a simple chord (preferably C chord) when playing.

Pupils show delight and curiosity in creating their own sounds.

Lesson 3: LO – To know how to play using simple notation.

crotchet, minim, semibreve

Develop from last lesson – introduce crotchet (1 beat), minim (2 beats) and semibreve (4 beats) to the children. Similarly, to the previous lesson, children should be provided with the musical notation symbols for them to play along to as part of a sequence. Ensure sequences have a range of difficulty to suit all learners. Start by using the same notes first before increasing difficulty (for those necessary) by having sequences with different notes in rather than repeating the same note.

Lesson 4: LO – To understand how to create a composition using symbols.

compose, notation

Children to develop next step from previous lessons by creating their own composition using either non-musical symbols (pictures) or musical notation. Groups of three is suitable. Allow children to plan, rehearse and practice to develop playing in unison.

Lesson 5: LO – To know how to perform a composition.

compose, notation, composition

Children to know that in order to perform a composition using the ukulele, they must be confident and well-rehearsed in what they have created. Allow time for children to edit/improve their compositions and re-write neatly if required. Children to perform their own compositions to each other and play in unison with their groups to the best of their abilities. Evidence children's written compositions in books.

The awareness that the growing development of a personal identity through learning to play an instrument.

Concepts

Appraising

Experimenting

Expressing

Performing

Skills

Listening and Appraising

Composition

Musicianship

Singing

Performing/ Instrumental Performance

<p>Pitch, tempo, structure and dynamics are discussed by the pupils to describe how the overall effect is created through their application in the piece.</p> <p>Pupils to listen to music and to identify percussion, keyboard and string instruments that they can hear. To begin to discern brass instruments when listening to music.</p> <p>Pupils can explain why the instruments are used to create the feeling/mood of the piece.</p> <p>Pupils can clap the pulse of music and move in time with the beat.</p> <p><u>Use:</u> My Baby – Nina Simone Toccata in D Minor – JS Bach I’m still standing – Elton John Main Theme – James Bond Love, Love, Love – The Beatles Feeling Good – Michael Buble</p> <p><u>Live music experience:</u> Travelling by tuba alternated on a two-year cycle with a bhangra workshop</p>	<p>Become more skilled in improvising (using voices and untuned instruments) inventing short ‘on-the-spot’ responses.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Create music in response to different stimuli, e.g. stories, poems and images</p> <p>Compose a rhythm using known rhythms and note values (crotchets; quavers; minims).</p>	<p>Play and perform melodies following stave notation as a whole class or in small groups (e.g. trios and quartets)</p> <p>Individually (solo) copy melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.</p> <p><u>Reading Notation</u> Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p><u>Use FACE and Every Green Bogey Deserves Flicking</u></p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Sing a widening range of unison songs of varying styles and structures tunefully and with expression.</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p><u>Use:</u> *Here comes the sun *Skye boat song *Morning town ride (Apuuskidu) *Alexander’s Ragtime Band (Ta-ra-ra boom-de-ay) *Open The Eyes of My Heart</p>	<p>Perform as a choir in school assemblies.</p> <p><u>Ukulele:</u> Learn to tune using Goats Can Eat Anything</p> <p>Strum in time as an ensemble</p> <p>Finger chords accurately and begin to produce a clean and clear sound.</p> <p>*A sailor went to sea *Game – don’t play it back *Animal fair (as a round also) Oh when the saints Camptown races *Use camptown races to compose their own song</p>
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ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.