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| Year 3 Unit 5 - How does music make a difference to us every day? | |
| **Links made with other subjects** | Your place in your family, Making friends and understanding each other, Using your imagination, Life in different countries, The way people lived, Families, Nature, the environment, Connections with the past |
| **The BIG Question** | Year 3 Unit 5 - How does music make a difference to us every day? |
| **Music objectives**  (link to NC) | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:   * 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 * develop an understanding of the history of music. |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*  **Musicianship: Understanding Music** Using body percussion, instruments and voices, In the key centres of: C major, F major, G major, A minor, In the time signatures of: 2/4, 3/4, 4/4, Find and keep a steady beat, Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests, Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA,ABC  **Listening**: Share your thoughts and feelings about the music together, Find the beat or groove of the music, Invent different actions to move in time with the music, Talk about what the song means, Identify some instruments you can hear playing, Identify if it’s a male or female voice, Talk about the style of the songs  **Singing** Sing as part of a choir, Demonstrate good singing posture, Sing unit songs from memory and/ or notation, Sing with awareness of following the beat, Sing with attention to clear diction, Sing expressively , with attention to the meaning of the words, Sing in unison, Understand and follow the leader or conductor, Copy back simple melodic phrases using the voice  **Notation**  Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation, Standard notation using dotted crotchets, crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of CDEFGAB, FGABbC, GABCDE, EF”G”AB , Reading and responding to minims, crotchets, and quavers, Identifying: Stave, Treble Clef, Time signature  **Playing Instruments** Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major G major and E major  **Playing the recorder** Rehearse and learn a simple instrumental part by ear or from notation using the notes CDEFF”GG”AB and Bb  **Creating: Improvising** Explore improvisation within a major scale using the notes CDE and CDEGA, GAB, GABDE, FGA  **Creating: Composing** Create a simple melody using crotchets and minims: CD, CDE, CDEG,CDEGA Start and ending on the note C (Pentatonic on C),CD, CDE,CDEF, CDEFG, Start and ending on the note C(C major) FG, FGA, FGABb, FGABbC Start and ending on the note F (F major) GA,GAB,GABC,GABCD Start and ending on the note G (G major)  **Performing** Practice, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence, Include any actions, instrumental parts/improvisatory ideas/ composed passages within the rehearsal and in the performance, Talk about what the song means and why it was chosen to share, Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:  Pulse/Beat/Metre, Rhythm, Pitch: Melody, Tempo, Dynamics, Timbre, Texture, Structure (Form) |
| **Music strands from MMC** | **Listening** Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Find and demonstrate the steady beat Identify 2/4, 3/4, 6/8 and 5/4 metre Identify the musical style of a song Identify instruments by ear and through a range of media Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic and blues scales by ear and from notation Explain the role of a main theme in musical structure Know and understand what a musical introduction is and its purpose Explain rapping Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals  **Singing** Rehearse and learn songs from memory and/or with notation Sing in 2/4, 3/4, 4/4 and 6/8 time Sing in unison and as part of a smaller group Sing ‘on pitch' and 'in time' Sing a second part in a song Self-correct if lost or out of time Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Develop confidence as a soloist Talk about the different styles of singing used for different styles of song Talk confidently about how connected you feel to the music and how it connects in the world Respond to a leader or conductor  **Composing** Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) F G F G A F G A B♭ F G A B♭ C Start and ending on the note F (Pentatonic on F) G A G A B G A B C G A B C D Start and ending on the note G (G major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor)**Performing** Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience Perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song A student leads part of the rehearsal and part of the performance Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece Discuss and talk musically about the strengths and weaknesses of a performance Collect feedback from the audience and reflect how future performances might be different |
| **Vocabulary/ Glossary** | Crotchets, paired quavers, dot notation, stave, clef, adagio, allegro, solo, quartets, trios, staff notation, Middle C, note values, do, re and mi, echo, question and answer phrases, tuned/ untuned percussion, improvising, beat, tempo, forte, piano, unison, pitch |
| **SEND expectations** | * Differentiated lessons * SEND Charanga scheme – Anyone can play. 5 activity sequence |