








**Caroline Haslett Primary School - Music**

<b>Unit 6</b> <b>Music Style: Western</b> <b>Classical</b>	<b>Year 3</b>	<b>Reflect, Rewind and</b> <b>Replay</b>
<b>Knowledge – What I will know at the end of the unit.</b>		<b>Vocabulary</b>
<p><b>Sing:</b> To know that singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p><b>Play:</b> To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</p> <p><b>Improvise:</b> To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p><b>Compose:</b> To know that there are different ways of recording compositions (letter names, symbols, audio etc.).</p> <p><b>Perform:</b> To know that a performance is planned and different for each occasion.</p> 		<ul style="list-style-type: none"> <li>• <b>Classical</b> – music written in the late 18<sup>th</sup> Century.</li> <li>• <b>Crotchet</b> – musical note that means 1 beat.</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Dotted Quaver</b> – musical note that means three quarters of a beat.</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Minim</b> – musical note that means 2 beats</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Quaver</b> – musical note that means half a beat.</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Rest</b> – musical note to show that there is nothing being played</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Semibreve</b> – musical note that means four beats.</li> </ul> 
<b>Activities</b>		
<p>Revisit several activities from across the year including:</p> <ul style="list-style-type: none"> <li>• Listening to and appraising previously learned songs.</li> <li>• Singing previously learned songs.</li> <li>• Playing previously performed pieces</li> <li>• Reviewing musical notation learned throughout the year.</li> </ul>		

**Skills**

- **Sing:** To sing in unison and in simple two-parts.
- **Play:** To rehearse and perform their part within the context of the Unit song.
- **Improvise:** Using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges.
- **Compose:** Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- **Perform:** To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Through the year, knowledge and skills are built on and practised to consolidate and improve.