




Caroline Haslett Primary School - Music

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Unit 4 Music Style: Global	Year 3	The Dragon Song
Knowledge – What I will know at the end of the unit.		Vocabulary
<p>Sing: To know that songs can make you feel different things e.g. happy, energetic or sad</p> <p>Play: To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)</p> <p>Improvise: To know that using one or two notes confidently is better than using five</p> <p>Compose: To know that there are different ways of recording compositions (letter names, symbols, audio etc.).</p> <p>Perform: To know that a performance can be a special occasion and involve an audience including of people you don't know.</p> 		<ul style="list-style-type: none"> • Bass – low tones • Compose – create a musical piece. • Drums  • Dynamics – how loud or quiet something is. • Hook – the main musical idea from a song that we remember i.e. a short catchy phrase. • Improvise – to make up a tune and play it on the spot. • Keyboards 
Activities		
<ul style="list-style-type: none"> • Warm-Up Games <ul style="list-style-type: none"> ○ Play and copy back using up to 3 notes – G + A. Bronze: no notes, Silver: G, sometimes A, Gold: G + A challenge. • Singing <ul style="list-style-type: none"> ○ In two parts. • Playing instruments <ul style="list-style-type: none"> ○ With the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. • Improvise <ul style="list-style-type: none"> ○ Use up to 3 notes – G, A + B. Bronze: G, Silver: G + A or Gold: G, A + B challenge. • Compose <ul style="list-style-type: none"> ○ A simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale). • Perform <ul style="list-style-type: none"> ○ The performance will include one or more of the following: Improvisations, Instrumental performances and Compositions. 		<ul style="list-style-type: none"> • Melody – another name for tune. • Pitch – the range of high and low sounds within music. • Pulse – the heartbeat or steady beat of a song/piece of music. • Rhythm – the combination of long and short sounds to make patterns. • Structure – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece. • Tempo – how fast or slowly the music is played. • Texture – describes the layers of sound in music.

Skills

- **Sing:** To follow a leader when singing.
- **Play:** Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.
- **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:** Talk about how the composition was created.
- **Perform:** To talk about the best place to be when performing and how to stand or sit.

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