






Caroline Haslett Primary School - Music

Unit 3 Music Style: Reggae	Year 3	Three Little Birds
<p>Knowledge – What I will know at the end of the unit.</p> <p>Sing: To know that the leader or conductor: A person who the choir or group follow</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 a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>Perform: To know that you must sing or rap the words clearly and play with confidence.</p> 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Backing vocals – the accompaniment to a song. • Bass – low tones • Chorus – a repeated section of a song. • Compose – create a musical piece.  <ul style="list-style-type: none"> • Drums • Dynamics – how loud or quiet something is.  <ul style="list-style-type: none"> • Electric Guitar • 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. • Introduction – music heard at the beginning of a song or piece of music.  <ul style="list-style-type: none"> • Keyboard • Melody – another name for tune.  <ul style="list-style-type: none"> • Organ • Pitch – the range of high and low sounds within music. • Pulse – the heartbeat or steady beat of a song/piece of music. • Reggae – a music style which has a prominent bass beat and a strong off-beat usually played on the guitar. • Rhythm – the combination of long and short sounds to make patterns. • Riff – a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone. • Structure – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece. • Tempo – describes how fast or slowly the music is played. • Texture – describes the layers of sound in music. • Verse – a section in a song which has the same tune but different words. 	
<p>Activities</p> <ul style="list-style-type: none"> • Warm-Up Games <ul style="list-style-type: none"> ○ Play and copy back using up to 2 notes – C + D. Bronze: no notes, Silver: C, sometimes D, Gold: C + D challenge. • Singing <ul style="list-style-type: none"> ○ In unison. • 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 – C, D + E. • Improvise <ul style="list-style-type: none"> ○ Use up to 3 notes – C, D + E. • Compose <ul style="list-style-type: none"> ○ a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. • Perform <ul style="list-style-type: none"> ○ Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. 		

Skills

- **Sing:** To enjoy exploring singing solo.
- **Play:** To listen to and follow musical instructions from a leader.
- **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:** Plan and create a section of music that can be performed within the context of the unit song.
- **Perform:** To communicate the meaning of the words and clearly articulate them.

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