






Caroline Haslett Primary School - Music

Unit 1 Music Style: R&B, Western Classical, Musicals, Motown, Soul	Year 3	Let Your Spirit Fly
Knowledge – What I will know at the end of the unit.		Vocabulary
<p>Sing: To know why you must warm up your voice</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 improvisation is making up your own tunes on the spot.</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 Performing is sharing music with other people, an audience and a performance doesn't have to be a drama! It can be to one person or to each other.</p>		<ul style="list-style-type: none"> • Bass – low tones • Chorus – a repeated section of a song. • Compose – create a musical piece. • Drums  <ul style="list-style-type: none"> • Dynamics – how loud or quiet something is. • Guitar  <ul style="list-style-type: none"> • 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. • Keyboards  <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. • Synthesizer  <ul style="list-style-type: none"> • Tempo – how fast or slowly the music is played • Verse – a section in a song which has the same tune but different words.
		
Activities		
<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. • 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. • Improvise <ul style="list-style-type: none"> ○ Using 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"> ○ Either improvisations, instrumental performances or compositions. 		

Skills

- **Sing:** To have an awareness of the pulse internally when singing.
- **Play:** To treat instruments carefully and with respect.
- **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:** Help create at least one simple melody using one, three or five different notes.
- **Perform:** To choose what to perform and create a programme.

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