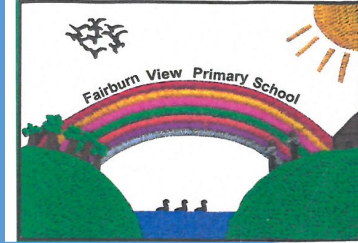


Year 3, Autumn 1 – Let your Spirit fly



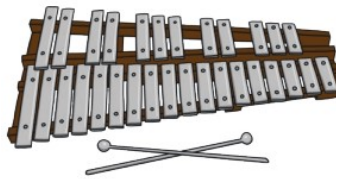
Prior Learning:

- Listening and Appraising in UFS, Y1 and 2
- Vocalising and singing
- Playing Chime Bars in Year 1 and 2

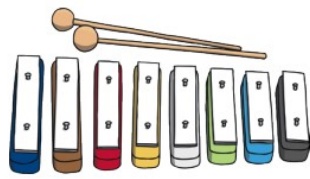
In this unit children will:

- learn how to appreciate rhythm and blues music.
- To listen to and discuss well known music such as 'Ain't No Mountain High Enough' and 'You're the first. The last. My everything' and compare these pieces.
- Be able to listen and appraise different pieces of music.
- Take part in musical activities including finding the pulse and beat in different pieces. • be able to learn to sing different rhythm and blues songs including 'Let your spirit fly'.
- Play instruments with the song including the glockenspiel. Performing the compositions independently, in pairs and in groups.
- Enjoy different R n B music from all eras and be able to explore how the songs make them feel.

Instruments we are going to use:



glockenspiel



chime bars



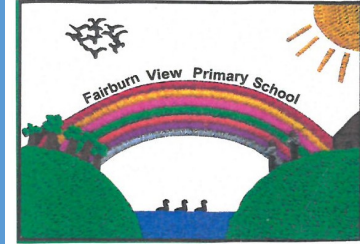
Singing

In this unit, the children will be focusing on **Rhythm and Blues** or R n B music. They will be using 'Let your spirit fly' by Joanna Mangona as a basis as well as other more well known songs. This song will be the main song to start with each lesson and build up their knowledge of Rhythm and Blues music. R&B is music that combines elements of Rhythm and Blues, Pop, Soul, Funk and Hip Hop. Although the abbreviation R&B originates from traditional Rhythm and Blues music, today the term R&B is most often used to describe a style of African-American music that developed after the demise of Disco in the 1980s.

Possible Careers:

- Professional Musician
- Music Teacher
- Sound technician
- Music Therapist
- Radio DJ

Pulse	The Beat
Rhythm	Long and Short notes together
Pitch	High and low
Improvise	To create sounds freely without preparation
Compose	To write or record sounds so that they can be played again in the same way
Texture	The layers of the music
Dynamics	Loud and Quiet



Prior Learning:

- Listening and Appraising in UFS, Y1 and 2
- Vocalising and singing
- Playing Chime Bars in Year 1 and 2

Possible Careers:

- Professional Musician
- Music Teacher
- Sound technician
- Music Therapist











In this unit children will:

- How to read music
- How to notate music
- The different notes associated with all music

Notes we are going

Rhythm Notation

Each note length has an equivalent rest that lasts for the same duration.

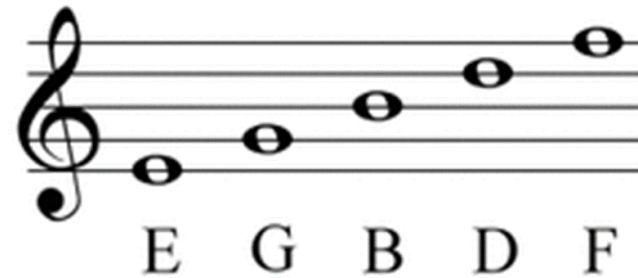
	semibreve		semibreve rest
	minim		minim rest
	crotchet		crotchet rest
	quaver		quaver rest
	semiquaver		semiquaver rest

When reading music there are four steps you should take:

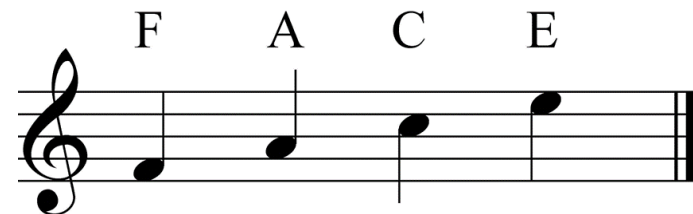
1. Is the note on a line or in a space?
2. What rhyme will I use?
3. What number line or space is it on?
4. Go through the rhymes on your fingers

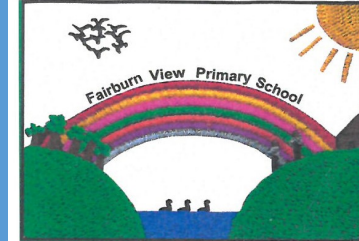
When reading notes on a line, the rhyme to remember is:

Every **G**ood **B**oy **D**eserves **F**ood



When reading notes in a space, the rhyme to remember is:





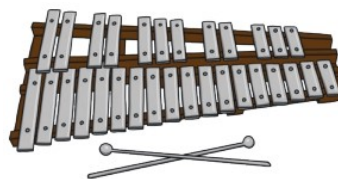
Prior Learning:

- Listening and Appraising in UFS,Y1 and 2
- Vocalising and singing
- Playing Chime Bars in Year 1 and 2

Possible Careers:

- Professional Musician
- Music Teacher
- Sound technician
- Music Therapist
- Radio DJ

Instruments we are going to use:



glockenspiel



chime bars



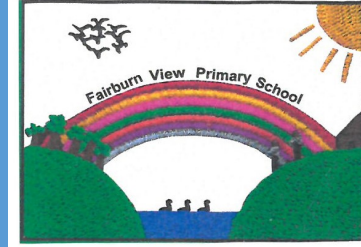
Singing

Reggae

- Slow tempo with a laid back feel Bass guitar is prominent in the song
- The drums and bass set up a particular groove avoiding the first beat of the bar.
- Sometimes there is a horn section that would be made up of saxophone, trumpet and trombone.
- Often female backing vocals.
- The lyrics often talk about Rastafarian beliefs.

Key Vocabulary

pulse	The regular heartbeat of the music; its steady beat
rhythm	The pattern of long and short sounds (notes or words) that happen over the pulse
pitch	High and low sounds
tempo	How fast or slow the music is
dynamics	How loud or quiet the music is
texture	A musical dimension that describes the layers of sound in music
structure	How the sections (verses and choruses etc.) of a song are ordered to
improvise	To make up a tune and play it on the spot
compose	Creating and developing musical ideas
perform	Singing and playing instruments for others to hear
melody	Another name for a tune
introduction	Music heard at the beginning of a song or piece of music
verse	A section in a song which has the same tune but different words.
chorus	A repeated section in a song which gives the main message.
hook	A short catchy phrase or riff that we can't stop singing; the bit that
riff	A short repeated phrase, often played on a lead instrument such as



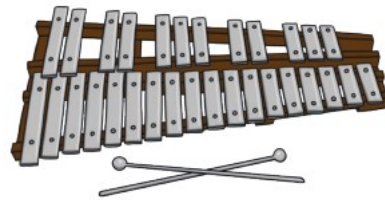
Prior Learning:

- Listening and Appraising in UFS,Y1 and 2
- Vocalising and singing
- Playing Chime Bars in Year 1 and 2

Possible Careers:

- Professional Musician
- Music Teacher
- Sound technician
- Music Therapist
- Radio DJ

Instruments we are going to



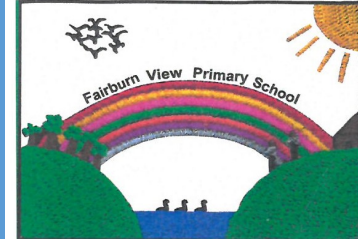
glockenspiel

- In German the word 'glockenspiel' means 'to play the bells'.
- Most percussion instruments do not produce a pitch when struck like the glockenspiel does, making it a unique percussion instrument.
- Auguste Mustel invented the glockenspiel in Paris in 1886.
- Modern artists such as The Beatles and Bruce Springsteen use the glockenspiel in their music.

Key Vocabulary

pulse	The regular heartbeat of the music; its steady beat
rhythm	The pattern of long and short sounds (notes or words) that happen over the pulse
pitch	High and low sounds
tempo	How fast or slow the music is
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texture	A musical dimension that describes the layers of sound in
structure	How the sections (verses and choruses etc.) of a song are
improvise	To make up a tune and play it on the spot
compose	Creating and developing musical ideas
perform	Singing and playing instruments for others to hear
melody	Another name for a tune
glockenspiel	A tuned percussion instrument with a set of tuned metal pieces mounted in a frame and struck with a beater

Year 3, Summer 1 – The Dragon Song



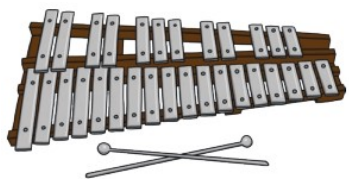
Prior Learning:

- Listening and Appraising in UFS, Y1 and 2
- Vocalising and singing
- Playing Chime Bars in Year 1 and 2

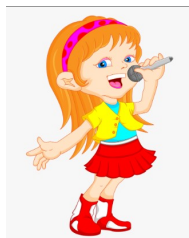
Possible Careers:

- Professional Musician
- Music Teacher
- Sound technician
- Music Therapist
- Radio DJ

Instruments we are going to use:



glockenspiel



Singing

Songs from around the world

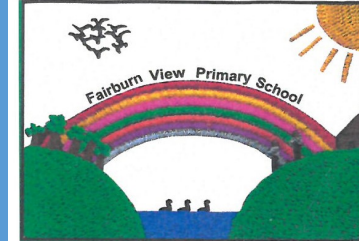
Folk Music

- Songs that were created to describe people, places and events of the country they are from.
- They have often been orally passed from generation to generation

Key Vocabulary

pulse	The regular heartbeat of the music; its steady beat
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pitch	High and low sounds
tempo	How fast or slow the music is
dynamics	How loud or quiet the music is
texture	A musical dimension that describes the layers of sound in music
structure	How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.
improvise	To make up a tune and play it on the spot
compose	Creating and developing musical ideas
perform	Singing and playing instruments for others to hear
melody	Another name for a tune
introduction	Music heard at the beginning of a song or piece of music
verse	A section in a song which has the same tune but different words.
chorus	A repeated section in a song which gives the main message.
hook	A short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in

Year 3, Summer 2 – Bringing us Together



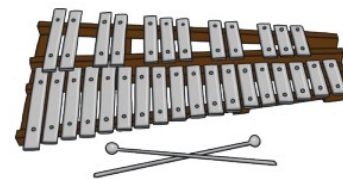
Prior Learning:

- Listening and Appraising in UFS,Y1 and 2
- Vocalising and singing
- Playing Chime Bars in Year 1 and 2

Possible Careers:

- Professional Musician
- Music Teacher
- Sound technician
- Music Therapist
- Radio DJ

Instruments we are going to use:



glockenspiel



Singing

Indicators of Disco Music

- Disco is dance music from the 1970's
- Disco music includes strong drum and bass lines
- Fast tempo with a steady dance groove
- Energetic electric guitar lines
- Beautiful male/female vocals
- Generally has repetitive lyrics, often about love and dancing

Key Vocabulary

pulse	The regular heartbeat of the music; its steady beat
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verse	A section in a song which has the same tune but different words.
chorus	A repeated section in a song which gives the main message.
hook	A short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in
riff	A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone