

Year 3 – Let Your Spirit Fly

Recall	Key Words, Instruments
<p>End Point</p> <p><b>Disciplinary Knowledge</b></p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to compose using different inter-related dimensions of music to create a style. The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
Prior Learning	<ul style="list-style-type: none"> <li>• Pupils will have had prior learning of what the role of a composer is, what inter-related dimensions of music means and how this can impact music.</li> <li>• Pupils will have listened and appraised music and live recordings from previous modules, building their oral skills..</li> </ul>
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> <li>• A developing knowledge of history of music.</li> <li>• A knowledge of listening with detail and recalling sounds with increasing aural memory.</li> <li>• A knowledge of appreciating and understanding a wide range of high quality live and recorded music, drawn from different traditions and from great composers and musicians.</li> <li>• A knowledge of inter-related dimensions of music.</li> <li>• A knowledge of composer’s styles and influences.</li> </ul>

A knowledge of understanding staff and other musical notation.

**Lesson 1:**

Starter: Listen and appraise 'Let your spirit fly'. Using inter-related dimensions of music to describe.  
Pulse finder game

Main activity:

- Whole class activity. T4W using storyboard and actions to help remember the song.
- In small groups, work through the song helping each other to remember the actions.

End:

Performance of song with actions and words on screen.

**Lesson 2**

Starter: listen and appraise  
Vocal warm up  
Clapping game (Pulse)

Main activity:

- Whole class activity. Using the storyboard to start, work through the song in sections to learn from memory.
- Focus on rhythm.

End:

Performance of song without any assistance or words on screen.

**Lesson 3**

Starter: Listen and appraise  
Clapping game

Main activity:

- Discuss the sounds of the glockenspiel
- Call and response for rhythm
- Identify the notes they are playing
- Demonstrate. Then they are to independently practice the chorus.

End:

Demonstration of what they have achieved so far

#### **Lesson 4**

Starter: Listen and appraise

Clapping game

Main activity:

- Discuss the sounds of the glockenspiel
- Call and response for rhythm
- Identify the notes they are playing
- Demonstrate. Then they are to independently practice the chorus.

End:

Demonstration of completed chorus.

#### **Lesson 5**

Starter: Listen and appraise

Graphic score

Vocal warm ups

Main activity:

- Discussion of what makes a good performance
- Discuss the structure of the performance
- They are to independently practice their performance ready for assessment week.

	End: Overview of assessment
Key Vocabulary	<ul style="list-style-type: none"> <li>● pulse</li> <li>● pitch</li> <li>● rhythm</li> <li>● texture</li> <li>● structure</li> <li>● timbre</li> <li>● melody</li> <li>● expressively</li> <li>● creative</li> <li>● lyrics</li> </ul>
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> <li>● Pupils may not understand the different styles/genres of music.</li> <li>● Pupils may not have the aural skills required when listening to compositions.</li> <li>● Pupils may not completely understand the meaning of all inter-related dimensions of music.</li> </ul>
Class Teacher Notes	

Year 3 – Nativity

Recall	Key Words, Instruments
End Point  <b>Disciplinary Knowledge</b>  (National Curriculum Statements)	<p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
Prior Learning	<ul style="list-style-type: none"> <li>• Pupils will have had prior knowledge, through the previous topic, of inter-related dimensions of music.</li> </ul>
Sequence of Learning / Contextual Knowledge  (Lesson ideas)	
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	

Year 3 – Three Little Birds

Recall	Key Words, Instruments
<p>End Point</p> <p><b>Disciplinary Knowledge</b></p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to identify instrumentation to understand a musical story. The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
Prior Learning	<ul style="list-style-type: none"> <li>• . Pupils will have had prior learning of listening and appraising music and live recordings, which will build the pupils knowledge on instrumentation.</li> <li>• Pupils will have had prior learning on the structure of a composition.</li> </ul>
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> <li>• A knowledge of understanding staff and other musical notation.</li> <li>• A knowledge of appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers.</li> <li>• A knowledge of instrumentation in various amounts of forms.</li> </ul> <p><b>Lesson 1</b> Starter: Listen and appraise</p>

Listen to song - Discussion on the style, history behind the song. Using inter-related dimensions of music to describe the music.

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Vocal warm ups – discuss the importance of warm ups.

Main activity:

-Whole class learning to sing the song 'Three Little Birds'

-Discussion on what expression and accuracy is.

-Group activity with a section of the song, adding expression and accuracy to it.

End: Performance from each group.

### **Lesson 2**

Starter: Listen and appraise.

Discussion on the style, history behind the song. Using inter-related dimensions of music to describe the music.

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Vocal warm ups – discuss the importance of warm ups.

Main activity:

-Whole class learning to sing the song 'Three Little Birds'

-Discussion on what expression and accuracy is.

-Group activity with a section of the song, adding expression and accuracy to it.

End: Performance from each group.

### **Lesson 3**

Starter: Listen and appraise

Main activity:

-Discussion of what notes will be used

-The timbre of the glockenspiel

-Difference in pitch

-Demonstrate what they are to play

-They are to practice this within their partners.

	<p>End: Performance with the music</p> <p><b>Lesson 4</b></p> <p>Starter: Listen and appraise</p> <p>Main Activity:</p> <ul style="list-style-type: none"> <li>-Discuss composition. Recap on what we have previously done.</li> <li>-Use the handouts to create their composition using notes in Three Little birds.</li> </ul> <p>End: Performance of compositions</p> <p><b>Lesson 5</b></p> <p>Starter: Listen and appraise</p> <p>Main Activity:</p> <ul style="list-style-type: none"> <li>-Discuss composition. Recap on what we have previously done.</li> <li>-Use the handouts to create their composition using notes in Three Little birds.</li> </ul> <p>End: Performance of compositions</p>
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> <li>• Pupils may not have the aural skills to identify the instruments in a piece of music.</li> <li>• Pupils may not understand the story/message behind a composition</li> </ul>
Class Teacher Notes	.

Year 3 – Glockenspiel

Recall	Key Words, Instruments
<p>End Point</p> <p><b>Disciplinary Knowledge</b></p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to identify what a tuned and untuned instrument is and play these creatively. The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
Prior Learning	<ul style="list-style-type: none"> <li>• Pupils will have had prior knowledge, through the previous topic, of inter-related dimensions of music.</li> <li>• Pupils have previously played the chime bars.</li> </ul>
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> <li>• A knowledge of playing tuned and untuned instruments accurately and musically.</li> <li>• A knowledge of playing using the inter-related dimensions of music.</li> </ul> <p><b>Lesson 1</b></p> <p>Starter: Listen and appraise -</p> <p>Main activity:</p> <p>-Discussion of notes of the stave.</p> <ul style="list-style-type: none"> <li>- Ensure they know rhymes for lines and spaces.</li> <li>- On the music in front of them they are to write which notes are E and D</li> <li>- Call and Response – Rhythm</li> <li>- Independently practice the rhythm of notes E and D</li> </ul> <p>Pieces:</p> <ul style="list-style-type: none"> <li>- Easy E</li> </ul>

	<p>- Strictly D</p> <p><b>Lesson 2</b></p> <p>Starter: Listen and appraise</p> <p>Main activity:</p> <ul style="list-style-type: none"> <li>-Discussion of how to draw a note</li> <li>-ON whiteboards, they are to try themselves</li> <li>-Using handouts they are to practice identifying and notating notes E and D</li> </ul> <p>End:</p> <p>Note Quiz.</p> <p><b>Lesson 3</b></p> <p>Starter: Listen and appraise – Entrance of the Gladiator</p> <p>Note Quiz</p> <p>Main activity:</p> <ul style="list-style-type: none"> <li>-Discussion of notes on a line. Using the rhyme and steps given, they are to (in pairs) work together to identify notes on a line</li> <li>Pieces – DeeCees <ul style="list-style-type: none"> <li>-Whats Uo (note names)</li> </ul> </li> <li>- Identify the notes in the music.</li> <li>- Call and response - rhythm</li> </ul> <p>End:</p> <p>Performance of pieces</p> <p><b>Lesson 4</b></p> <p>Starter: Listen and appraise</p> <p>Note Quiz</p> <p>Main activity:</p> <ul style="list-style-type: none"> <li>-Discussion of notes on a space. Using the rhyme and steps given they are to (in pairs) work together to identify notes on a space.</li> <li>Piece – D-E-F-inately</li> <li>-Identify the notes in the music</li> <li>-Call and Response - rhythm</li> </ul> <p>End:</p> <p>Performance of pieces</p>
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	

Possible Misconceptions	<ul style="list-style-type: none"><li>• Pupils may believe that they are playing in time with the music.</li><li>• Pupils may believe they are playing their instrument accurately.</li><li>• Pupils may believe they can identify between a tuned and untuned instrument.</li></ul>
Class Teacher Notes	.

Year 3 – Recorders

Recall	Key Words, Instruments
End Point  <b>Disciplinary Knowledge</b>  (National Curriculum Statements)	<p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
Prior Learning	<ul style="list-style-type: none"> <li>• Pupils will have had prior knowledge, through the previous topic, of inter-related dimensions of music.</li> </ul>
Sequence of Learning / Contextual Knowledge  (Lesson ideas)	
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	

Year 3 – The Dragon song

Recall	Key Words, Instruments
<p>End Point</p> <p><b>Disciplinary Knowledge</b></p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to use the inter-related dimensions of music to impact their composition.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
Prior Learning	<ul style="list-style-type: none"> <li>• Pupils will have had prior learning of composers and compositions. They will have had prior knowledge of different styles of composers.</li> <li>• Pupils will have previous knowledge of understanding and recognising inter-related dimensions of music.</li> </ul>
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> <li>• A knowledge of inter-related dimensions of music</li> <li>• A knowledge of composing music for a range of purposes using inter-related dimensions of music.</li> <li>• A knowledge of listening with attention to detail and recall sounds with increasing aural memory</li> <li>• A knowledge of understanding staff and other musical notation.</li> </ul> <p><b>Lesson 1</b></p> <p>Starter: Listen and appraise Vocal warm up Discussion of song meaning.</p> <p>Main activity:</p>

- As a whole class, children will learn the whole song working line-by-line using call and response to help learn the song.
- We will discuss phrasing and expression and how to interpret that into the song
- They will then move into small ensemble and practice the whole song as an ensemble which they will perform at the end in front of the whole class.

End:

Ensemble performance

## **Lesson 2**

Starter:

Note name and value game

Main activity:

- Demonstrating the different notes and recapping what they should already know.
- Introducing a dotted quaver and how this effects the note value
- With a partner of the same ability, they are to work together to identify the notes which they have in their chorus and then practice.
- Each group will play their chorus in front of teacher.

End:

Playing with the music

## **Lesson 3**

Starter:

Note name and value game

Main activity:

- Demonstrating the different notes and recapping what they should already know.
- Introducing a dotted quaver and how this effects the note value
- With a partner of the same ability, they are to work together to identify the notes which they have in their chorus and then practice.
- Each group will play their chorus in front of teacher.

End:

Playing with the music

## **Lesson 4**

Starter:

Vocal warm up

Note game

Main activity:

- Breakdown of what they need to do for their assessment and discussion with children.

	- <i>With their partner they are to practice the song and playing the chorus together to create a small performance.</i>
Key Vocabulary	Pulse, Rhythm, Pitch, Rap, Melody, Perform, Blues, Baroque, Latin, Folk, Funk, Groove, Imagination, Glockenspiel
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> <li>• Pupils may not be confident in composing.</li> <li>• Pupils may not understand the structure of composition.</li> <li>• Pupils' prior knowledge of musical notation may delay the composing process.</li> <li>• Pupils may not be able to understand the impact of inter-related dimensions of music on a composition.</li> </ul>
Class Teacher Notes	.