



Caroline Haslett Primary School - Music

Unit 5 Music Style: Disco / Anthem	Year 3	Bringing Us Together
Knowledge – What I will know at the end of the unit. <p>Sing: Singing as part of an ensemble or large group is fun, but that you must listen to each other</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 if you improvise using the notes you are given, you cannot make a mistake</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 involves communicating feelings, thoughts and ideas about the song/music.</p>		Vocabulary <ul style="list-style-type: none"> • Bass – low tones • Compose – create a musical piece. • Disco – dance music characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds. • Drums <div style="text-align: center;">  </div> • Dynamics – how loud or quiet something is. • Hook – the main musical idea from a song that we remember i.e. A short catchy phrase. • Imagine – forming new ideas or concepts. • Improvise – to make up a tune and play it on the spot. • Keyboard <div style="text-align: center;">  </div> • Melody – another name for tune. • Pentatonic scale – a fixed five-note pattern e.g: the five black keys on a piano. • 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. • 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.
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 – C+A. ○ Bronze: no notes, Silver: C + A, Gold: C + A • Singing <ul style="list-style-type: none"> ○ The songs 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 – C, A + G. • Improvise <ul style="list-style-type: none"> ○ Use up to 2 notes – C + A. Bronze: C, Silver: C, and sometimes A, Gold: C + A challenge. • Compose <ul style="list-style-type: none"> ○ A simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale) • Perform <ul style="list-style-type: none"> ○ Record the performance and talk about it afterwards. 		



Skills

- **Sing:** To sing with awareness of being 'in tune'.
- **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:** Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- **Perform:** To record the performance and say how they were feeling, what they were pleased with what they would change and why.

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