

Our Learning Keys

Glockenspiel I

Music

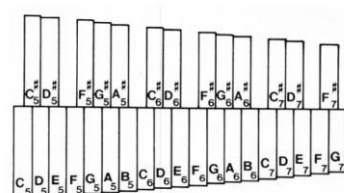
Year 3

Autumn 2

Questions

- What family of instruments does the glockenspiel belong to?
- What is important to remember when playing the glockenspiel?
- What does it mean to improvise?
- What other instruments are in the same orchestral family as the glockenspiel?

Images



Links

- History – folk songs
- Geography – songs from different places/cultures
- Maths – Rhythms – Counting/Structure
- Music - Performing
- PSHE – confidence and self-esteem

Skills

Listen & Appraise: Let Your Spirits Fly (R'n'B)

- To know the style of a variety of songs.
- To be able to talk about the: lyrics, dimensions, main sections and the instruments used in a song.
- To confidently identify and move to a pulse.
- To be able to discuss how a piece of music makes them feel.
- Listen carefully and respectfully to the opinions of others.

Performing

- Know the importance of listening to others when performing in an ensemble.
- To have an awareness of the pulse internally when performing.
- 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.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.

Improvise, Compose and Perform

- Know that improvisation is making your own tunes up on the spot
- to know and be able to talk about how a composition is made by you, is like writing a story and is kept in some way.
- Be able to improvise in the context of the song they are learning to perform.
- Create at least one simple melody using one, three or five notes.
- Plan and create a section of music that can be performed within the context of the unit song and record the composition in an appropriate way.
- Talk about how it was created and listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- To know and be able to talk about different ways of recording compositions (e.g. letter names, symbols or audio).
- Listen to a recording of their performance and self-evaluate e.g. what went well and what would they change next time.

Inter-Related Dimensions of Music

- Know how to find and demonstrate the pulse
- Know the difference between pulse and rhythm
- Know how pulse, pitch and rhythm work together to create a piece of music
- Know that every piece of music has a pulse/steady beat.

Vocabulary

- Audience** - spectators or listeners to a performance
- Bass** - an instrument or voice that is lowest in pitch
- Compose** - to write or create a piece of music
- Conductor** - a person who directs the performance of an orchestra or choir
- Dynamics** - the volume of a sound or note
- Glockenspiel** - a percussion instrument that is beaten
- Improvise** - making up your own tunes on the spot
- Introduction** - the first part in a piece of music that is usually different from
- Melody** - a combination of pitch and rhythm, a tune
- Musician** - a person who plays a musical instrument, especially as a job
- Notation** - symbols and notes which represent music
- Pitch** - the degree of highness or lowness of a tone
- Pulse** - steady beat, like your heartbeat
- Rhythm** - a pattern of long and short sounds as you move through a song
- Structure** - different sections in music eg verse and chorus
- Tempo** - the speed at which a piece of music is played
- Texture** - layers/combinations of sound in a composition

Previously

Let Your Spirit Fly -
R'n'B

Now

Glockenspiel I

Next

Three Little Birds -
Reggae

Doors this will open...

Musician

Orchestral Performer

Music Teacher

Composer

Percussion Teacher