



Our Learning Keys

Bringing Us Together

Music

Year 3
Summer 1

Questions

- ➔ What different styles of music do you know?
- ➔ What do hope and unity mean?
- ➔ What is disco music?
- ➔ What instruments can you hear in disco music?
- ➔ Why are friends important to you?

Images



Links

- ➔ PSHE – Friendship/citizenship/hope/unity
- ➔ Literacy –Lyric Writing
- ➔ Maths –Rhythms – Counting
- ➔ History – Important and development of Disco

Skills

Listen and Appraise

- Know an increasing variety of songs from memory and who sang/ wrote them.
- 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 think about what the words in a song mean.
- To confidently identify and move to a pulse.
- To be able to discuss how a song makes them feel.
- Listen carefully and respectfully to the opinions of others.

Singing & Playing Instruments

- Know that singing in a group is called a choir and they follow a leader or conductor.
- Know that songs can make you feel different emotions e.g. sad or happy.
- Know why we need to warm up our voices.
- Know the importance of listening to others when singing in an ensemble.
- Be able to sing solo, in unison and in simple two-parts.
- To demonstrate good singing posture.
- To follow a leader when singing.
- To sing with an awareness of being ‘in tune’.
- To have an awareness of the pulse internally when singing.
- 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 and that using one or two notes confidently is better than using five.
- Be able to improvise in the context of the song they are learning to perform.
- To know and be able to talk about how a composition is made by you and is like writing a story to music and is kept in some way.
- 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).
- Choose what to perform and create a programme, choosing how to present themselves when performing and singing/rapping clearly and with confidence.
- Listen to a recording of their performance and self-evaluate e.g. what went well and what would they change next time.

Vocabulary

Bass	The lowest part of the musical scale.
Backing vocals	A singer who provides vocal harmony with the lead singer or other backing vocalists.
Chorus	A repeated section in a song which gives the main message.
Compose	Creating and developing musical ideas and ‘fixing’ them.
Disco	Is dance music from the 1970s, characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds.
Drums	A percussion instrument that is beaten.
Dynamics	A musical dimension indicating how loudly or quietly the music is being played.
Electric guitar	A type of guitar.
Folk tunes	Music sung or played by people, usually not recorded, or performed. Often the music is passed down through families and friends.
Hook	A term used in Pop music to describe a short catchy phrase or riff that we can’t stop singing; the bit that ‘hooks’ us in; the main musical idea from a song that we remember.
Keyboard	An electric instrument played like the piano. It has a range of pre-recorded sounds.
Pentatonic Scale	A fixed five-note pattern e.g: the five black keys on a piano.
Pulse	The regular heartbeat of the music; its steady beat.
Reggae	Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.
Rhythm	Long and short sounds or patterns that happen over the pulse.
Riff	A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
Tempo	The speed of the music; fast or slow or in-between.
Texture	Layers of sound working together to make music interesting to listen to.
strings	an instruments that makes a sound when strings vibrate eg violin.
Structure	Every piece of music has a structure e.g. an introduction, verse, chorus and ending.
Verse	A section in a song which has the same tune but different words.

Previously

The Dragon Song

Now

Bringing Us Together

Next

Reflect, Rewind, Replay

Doors this will open...

Performer
Music Producer
Music Teacher
Lyricist
Composer

