



Year 3

Autumn 2

- ➡ 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?

This section displays three items related to the song: a xylophone, a musical staff with the melody, and a pair of mallets. The xylophone is a black instrument with 15 bars, each labeled with a letter of the alphabet (A through Y) and a number (1 through 15). The musical staff shows the melody in treble clef, with notes corresponding to the letters C, D, E, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G, A. The mallets are black with red tips.

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

**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.

- 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