



Our Learning Keys

Let Your Spirit Fly by Joanne Mongona

Music

Year 3

Autumn 1

Questions

- Who is Joanne Mongona?
- What is R'n'B?
- Where does R'n'B come from?
- What is the purpose of the song Let Your Spirit Fly?
- How is music recorded?

Images



Links

- History – Music fusion – changing society
- Literacy –song writing/Lyric Writing
- Maths –Rhythms – Counting/Structure
- Music promotion
- PSHE – understanding of society and groups in society

Skills

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

- 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.

Performing

- Know that singing in a group is called a choir and they follow a leader or conductor.
- 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

- 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.

Vocabulary

Audience - spectators or listeners to a performance

Chorus - a part of a song which is repeated after each verse

Conductor - a person who directs the performance of an orchestra or choir

Dynamics - the volume of a sound or note

Guitar - a 6 or 12 stringed musical instrument with a fretted finger board played by plucking or strumming

Introduction - the first part in a piece of music that is usually different from main piece

Melody - a combination of pitch and rhythm, a tune

Notation - symbols and notes which represent music

Pitch - the degree of highness or lowness of a tone

R&B - short for Rhythm and Blues, a type of music that combines jazz, gospel and blues influences

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

Bass - an instrument or voice that is lowest in pitch

Compose - to write or create a piece of music

Drums - a percussion instrument that is beaten

Hook - a short piece of music in a song that is used catchy or appealing to listeners

Improvise - making up your own tunes on the spot

Keyboard - a set of keys on a piano or similar the instrument

Musician - a person who plays a musical instrument, especially as a job

Pulse - steady beat, like your heartbeat

Rhythm - a pattern of long and short sounds as you move through a song

Synthesizer - a type of keyboard that produces electronic sounds

Verse - a set of lines that form one part of a song

Previously

Repeat, Review, Rewind

Now

Let Your Spirit Fly – R'n'B

Next

Glockenspiel 1

Doors this will open...

Musician

Song Writer

Music Teacher

Vocalist

Lyricist

Composer

