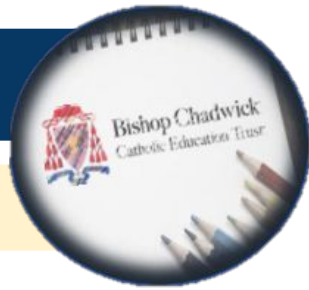




Music @



Year Three - Term One



Rationale/Curriculum links...

Pupils will be introduced to the concept of rests during this unit exploring this through the following key themes: **pulse, rhythm, melody, active listening and appraising, performance, singing and composition.**

Pulse - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3/4 using two different tempos.

Rhythm - Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet rests.

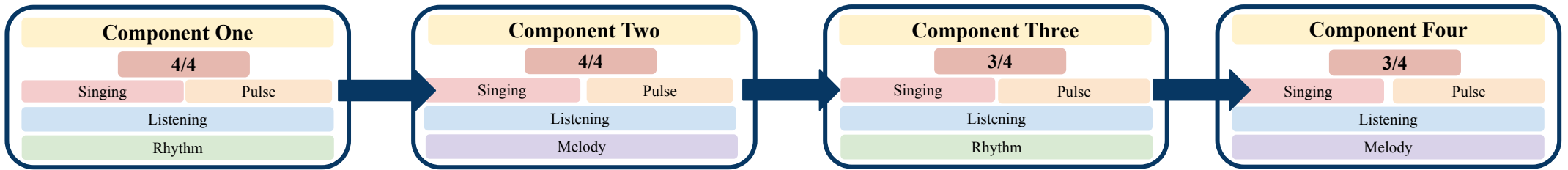
Melody - Pupils will perform three notes from notation including simple rhythms and rests.

Listening - Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies.

Performance - Pupils will use tuned percussion and the voice to perform three note melodies (C,E and G) and simple rhythms.

Singing - Pupils will sing folk songs and will focus on rounds.

Composition - Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.



Component One

Singing:

Introduce *Si si si*, children sing the theme and identify the pulse when the piece is performed at two different tempos (andante = 80 bpm and allegro = 120 bpm). Use a



Pulse:

[Metronome](#)

Listening:

Pupils identify the main melody theme from Ode to Joy using the simple piano version and use body percussion to clap/stamp back the rhythms. Look at the orchestra. Not all of the instruments play all the way through. At what point do different instruments drop out? When the music is at __? (insert a specific time of your choice) What instrument has dropped out?



Rhythm:

Introduce the rhythm grid from Charanga. Children create a 4-bar rhythm using crotchets, quavers and minims and rests. They perform the rhythm at two different tempos (andante = 80 and allegro = 120) on untuned percussion. Play the first few bars on tuned percussion or garageband.



Composition

Component Two

Singing:

Using *O Re mi Jekajo*, sing and clap on the rests. Learn to sing the piece as a 2 part round.



Pulse:

Listen to an alternative version of Ode to Joy, identifying the instrumentation, tempo and other features. What is an orchestra? (See further resources) What is a brass band? (See further resources) What are the similarities and differences between the version played by the orchestra and the alternative version?



Listening:

What can you find out about the composer, **Beethoven** (1770-1827).

Melody:

Introduce the notes C, E and G to the pupils using music explorer (initially bars then moving to staff notation). Children use tuned percussion to play a C on the first beat of every bar. Build up to alternating between C, E and G on the first beat of the bar.

Component Three

Singing:

Introduce *Iris - Goo Goo Dolls*, children sing the theme from the chorus and identify the 3/4 pulse.

Pulse:

Pupils to conduct the tempo using 3/4 time (down, across, up).



Listening:

Pupils identify the instruments and identifying the pop music features: *instruments, singer(s), folk influence, strong drum beat, catchy vocals (hooks/riffs)*

Rhythm:

Using the rhythm grid, children create a 4-bar rhythm in 3/4 time using crotchets, quavers, semiquavers, minims and rests. They perform the rhythm at two different tempos (andante = 80 and allegro = 120) on untuned percussion alongside Iris (backing track).

Component Four

Singing:

Using Dinah (Kodaly), sing the piece and learn the kodaly. Perform it accurately.

Pulse:

Riverdance.

<https://www.youtube.com/watch?v=igxl7iAl27U>

Listening:

Identify the different tempos. Discuss the contrast between sections 1 and 2.

Identify the strong drum beat and discuss the reasons for it.

Melody:

Using music explorer, tuned percussion instruments or garageband, the children explore playing three pitches (C, E and G) by creating a 16 bar melody using note grid at two different tempos and using different styles.

Key Vocabulary

Andante - Play at walking pace(100 bpm).

Allegro - Play quickly (120 bpm).

bpm - Beats per minute

f - forte - loud

ff - fortissimo - very loud

p - piano - soft

pp - pianissimo - very soft

Round - A piece of music where two or more groups of people sing the same tune but start at different times (often after 2 or 4 bars)

Note and Rest Chart

name	relative length	note	rest	in 4/4 time
semibreve	whole note			4 beats
minim	half note			2 beats
crotchet	quarter note			1 beat
quaver	eighth note			1/2 beat
semi quaver	sixteenth note			1/4 beat

Further Resources:

Click here to access Kodaly [MUSICTRAX SING 1 \(so, mi\)](#)

Click here to access

- Cobbler, cobbler
- Here I come
- Magic Fingers
- Mary Anne

What is an orchestra? (An orchestra is really a large ensemble of instrumentalists playing together in one of four 'families'. Orchestral families are what we call the groups of instruments and comprise: strings, woodwind, brass and percussion).

What is a brass band? (a **musical ensemble** generally consisting entirely of **brass instruments**, most often with a percussion section)

<https://kids.britannica.com/kids/article/Ludwig-van-Beethoven/352841>

https://kids.kiddle.co/Ludwig_van_Beethoven