

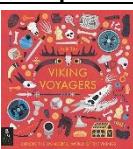
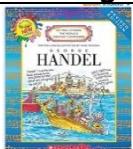
Medium Term Plan for Music

Y3- Autumn 1

technique – the Vikings (Kapow)

Developing singing

Class Text:



Topic Outcome: Children will move and sing as a team (ensemble), following the lyrics on screen. Children will perform rhythms using forms of notation and layer them to create composition. Pupils will use and add appropriate sound effects to their performances using untuned percussion. Children will be able to reflect on their learning and begin to give feedback.

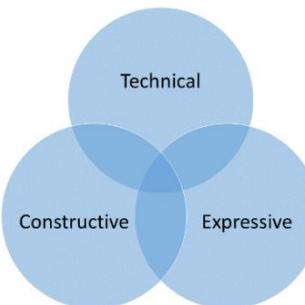
Hook: Children will use the BBC Newsround clip and the Dragon Ship as a hook for learning (possible costumes could be worn for the performance to KS1 and FS).

The Pillars of Progression

Technical- competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab)

Constructive- Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.

Expressive- Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.



Vocabulary of Interrelated Dimensions

Pulse- the regular heartbeat of the music. Steady beat.

Rhythm- long and short sounds or patterns that happen over the pulse.

Pitch- high and low sounds.

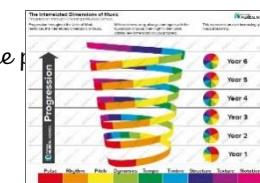
Tempo- speed of the music- fast, slow or in-between.

Dynamics- how loud or quiet the music is.

Timbre- all instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)

Texture- layers of sound working together to make music very interesting to listen to.

Structure- every piece of music has a structure (e.g. introduction, verse, chorus, ending)



Performing composing and listening



Composer

George Fredric Handel

Handel was a German composer who went to live in England when he was a young man. Bach and Handel were born in the same year and they were the greatest composers of their time but they never met. Handel wrote over 42 operas. He started learning to play the harpsicord and violin like Mozart. At the age of nine he was composing which was younger than Anna Clyne who composed from 11 years.

- George Frideric Handel's - Water Music - YouTube
- George Frideric Handel - The Arrival of the Queen of Sheba - YouTube
- Handel - Largo (from 'Xerxes') Opera - YouTube



Previous Knowledge, skills and understanding

Use voices expressively and creatively
Sing simple songs in tune on own or in group
Follow are leader/conductor
Perform with good sense of pulse and rhythm
Perform to an audience
Represent sounds with a range of shapes and marks
Know definition of Pulse, Rhythm, Pitch
Understand the importance of working together.



	<u>Pillar of Progression</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>Success Criteria</u>	<u>Vocabulary and language structures</u>
Lesson 1	Performing	LO: Sing in time with others	Children will complete a steady beat using the heave, hoe action. Use the teacher video on Kapow to complete pitch matching. Children will learn the song dragon ships.	I can move and sing at the same time as my class mates. I can learn new lyrics and follow a tune. I can say what we need to do better next time.	Composition, Notation, Melody, Tempo I like the song because... I do not like the song because...
Lesson 2	Performing	LO: Sing in time with others (2)	Children will complete a steady beat using the heave, hoe action (please see the Kapow video). Address keeping in time and keeping in tune. Focus on the posture and confidence. Add in the actions on Kapow (use additional ones for Y3)	I can move and sing at the same time as my class mates. I can perform with increasing confidence. I can add time actions to the song. I can say what we need to do better next time.	Composition Notation Melody Tempo I like the song because... I do not like the song because... I find... easier than ...
Lesson 3	Listening Performing	LO: To recognise simple rhythmic	Use the given notes and use these in a steady beat.	I can recognise and name note rhythms when I hear them.	Composition Notation Melody

		<p>notation by ear and by sight</p> 	<p>Children will know the lyrics from previous lesson. Children will use the notated sheets to practice in partners. Children will continue to perform the dragon ship song.</p>	<p>I can begin to recognise and name note rhythms when I see them.</p>	<p>Tempo Minims, crotchets and quavers. I can hear... It sounds like...</p>
Lesson 4	Composing Performing	LO: Use simple rhythmic notation to compose a Viking battle song	<p>Children to recap and rehearse the dragon ships song. Children will consolidate the learning and look at the notation. Practise this whole class to embed the learning, move into large group work, then into pairs. Introduce the notation cards when appropriate for each pair.</p>	<p>I can perform with increasing accuracy from notation. I can follow notation and keep a rhythm. I can select some untuned percussion (body percussion) to accompany my performance.</p>	<p>Composition Notation Minim Quaver Crotchet I find notation... because... I need to work on ... part of the song.</p>
Lesson 5	Performing Composing Listening	LO: Use simple rhythmic notation and layering to compose a Viking battle song	<p>Children will consolidate learning from the previous weeks. Children will continue to use simple rhythmic notation and untuned percussion to create their own songs. Record the performances and watch back with peers and discuss improvements for the performance.</p>	<p>(Consolidation of previous learning) I can perform in time with a group. I can sing at the correct pitch. I can perform with confidence. I can find improvements for my performance.</p>	<p>Composition Notation Performance Improvements I like your performance because... I love that you did... but have you thought about...</p>

Lesson 6	<h2>Performance to KS1</h2> <p>(Y3 to perform Dragon Ships to FS2, Y1 and Y2 in the FS2 provision. Solo performances of their own Vikings battle song possible)</p>
Endpoints:	<p>Knowledge, skills and understanding:</p> <p>Know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>Understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>Know that written music tells you how long to play a note for.</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognizing and explaining the changes within a piece of music using musical vocabulary.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Composing a piece of music in a given style with voices and instruments.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style.</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>