

## Knowledge & Skills – Year 3

Unit	1	2	3	4	5	6
Title	<b>Let Your Spirit Fly</b>	<b>Glockenspiel Stage 1</b>	<b>Three Little Birds</b>	<b>The Dragon Song</b>	<b>Bringing Us Together</b>	<b>Reflect, Rewind &amp; Replay</b>
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>● To know five songs from memory and who sang them or wrote them.</li><li>● To know the style of the five songs.</li><li>● To choose one song and be able to talk about:<ul style="list-style-type: none"><li>○ Its lyrics: what the song is about</li><li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li><li>○ Name some of the instruments they heard in the song</li></ul></li></ul>	<ul style="list-style-type: none"><li>● To confidently identify and move to the pulse.</li><li>● To think about what the words of a song mean.</li><li>● To take it in turn to discuss how the song makes them feel.</li><li>● Listen carefully and respectfully to other people's thoughts about the music.</li></ul>

## Musical Activities: Games

Knowledge	Skills
<ul style="list-style-type: none"><li>● Know how to find and demonstrate the pulse.</li><li>● Know the difference between pulse and rhythm.</li><li>● Know how pulse, rhythm and pitch work together to create a song.</li><li>● Know that every piece of music has a pulse/steady beat.</li><li>● Know the difference between a musical question and an answer.</li></ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"><li>1. <b>Find the Pulse</b></li><li>2. <b>Rhythm Copy Back:</b><ol style="list-style-type: none"><li>a. <b>Bronze:</b> Clap and say back rhythms</li><li>b. <b>Silver:</b> Create your own simple rhythm patterns</li><li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li></ol></li><li>3. <b>Pitch Copy Back Using 2 Notes</b><ol style="list-style-type: none"><li>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</li><li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li><li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li></ol></li><li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li></ol>

### Musical Activities: Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• Singing in a group can be called a choir</li><li>• Leader or conductor: A person who the choir or group follow</li><li>• Songs can make you feel different things e.g. happy, energetic or sad</li><li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li><li>• To know why you must warm up your voice</li></ul>	<ul style="list-style-type: none"><li>• To sing in unison and in simple two-parts.</li><li>• To demonstrate a good singing posture.</li><li>• To follow a leader when singing.</li><li>• To enjoy exploring singing solo.</li><li>• To sing with awareness of being 'in tune'.</li><li>• To have an awareness of the pulse internally when singing.</li></ul>

### Musical Activities: Playing Instruments

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• The instruments used in class (a glockenspiel, a recorder)</li></ul>	<ul style="list-style-type: none"><li>• To treat instruments carefully and with respect.</li><li>• 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.</li><li>• To rehearse and perform their part within the context of the Unit song.</li><li>• To listen to and follow musical instructions from a leader.</li></ul>

### Musical Activities: Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back</li> <li>○ <b>Play and Improve</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improve</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improve</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

**Musical Activities: Composition**

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

**Performance**

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>