

Year 3 Overview – Music

<u>Term</u>	<u>Tasks.</u>	<u>Knowledge, Skills and Understanding – taken from National Curriculum and Focus Statements.</u>	<u>Resources</u>	<u>Useful information and links.</u>
<u>Autumn</u> <u>1</u>	<u>Animal Magic – Music Express.</u> - Lesson 2, section 2 – Composer Camille Saint-Saens, created a famous piece called 'The Carnival of the Animals' (1886). It is a complete piece made up of 14 shorter pieces, each about a specific animal or group of animals. Listen to CD Tracks 7 (tortoise) and 8 (kangaroo). How do the pieces represent the animals? Listen to Track 9. Which animal? Why? Listen to the other 3 examples and discuss the purpose and success of the pieces. - Lesson 1, sections 1, 2 and 3. Teach 'Tortoise Song'. Discuss descriptions of the animals and their movements. Sing the song as a group, split into smaller groups to change dynamic of the performance. Learn the accompaniment on a xylophone/glockenspiel and add mime to show animal actions. - Lesson 3, section 1 and 2. Aim : To learn a range of traditional Indian Hastha hand movements to show specific animals. - Lesson 4 and 5 – Aim : To create a description of an animal (or poem) and create mimed movements, hand gestures and percussion accompaniment. Create, rehearse and perform.	<u>LISTEN</u> – Listen with attention to detail and recall sounds with increasing aural memory: Listen carefully and recognise high and low phrases. <u>PERFORMING</u> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Play clear notes on instruments and use different elements in composition. <u>COMPOSE</u> – Improvise and compose music for a range of purposes using the inter-related dimensions of music : Combine different sounds to create a specific mood or feeling. <u>APPRECIATE</u> – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Use musical words to describe a piece of music and compositions. Use musical words to describe what they like and do not like about a piece of music. <u>USE AND UNDERSTAND</u> – Use and understand staff and other musical notations : Create repeated patterns with different instruments. Improve my work ; explaining how it has been improved.	- Music Express book pages 8 – 15 - CD tracks 1 – 3, 4 – 10, 13 – 16 - Photocopy page 9, 12 - Video clips 1 -7 - Percussion instruments	Saint-Saens – Tortoises, Kangaroos and Elephant are on the CD. Tracks 7 -9. More examples – The Swan https://www.youtube.com/watch?v=Mvh4zEK62zs The Aquarium https://www.youtube.com/watch?v=iwt1UoJdRII The Aviary https://www.youtube.com/watch?v=gOuHfhXz-eE <u>ADDITIONS FROM NEW MUSIC DOCUMENT (March2021)</u> <u>Lesson 2</u> 'Tortoise song' – Show dots for notes C, D,E (including the addition of a treble clef) on sheet music paper (stave) for activity on Photocopy page 9. Put in files alongside as evidence. - Also, allow children time to compose their own piece using the notes C,D,E. They can practice and perform this as well as record on sheet music paper. - Additional composition by Saint-Saens: 'Danse Macabre' https://www.youtube.com/watch?v=71fZhMXlGT4

<u>Autumn</u> <u>2</u>	<u>Christmas Production – songs, movement and accompaniment.</u> 1. Introduction and initial discussion about the play, the story, roles, performance, costumes etc. Learn Song 6, the finale – words and movements. 2. Focus on Song 5 – Use tuned and untuned percussion to create, compose, rehearse, perform and evaluate an accompaniment to play alongside the song. 3. Sound effects – In pairs, look through the script. Where would a sound effect add to the performance? Eg – A knock on the door/a scene change/angels appearing etc. Use tuned and untuned percussion instruments to create own sound effects. 4. Learn production songs and movements.	• <u>LISTEN</u> – Listen with attention to detail and recall sounds with increasing aural memory: Listen carefully and recognise high and low phrases. • <u>PERFORMING</u> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Play clear notes on instruments and use different elements in composition. • <u>COMPOSE</u> – Improvise and compose music for a range of purposes using the inter-related dimensions of music : Combine different sounds to create a specific mood or feeling.	• Christmas Praise script and CD • Tuned and un-tuned percussion instruments.	<u>ADDITIONS FROM NEW MUSIC DOCUMENT (March2021)</u> • <u>Lesson 2</u> – Allow children time to compose their own pieces to perform in the production. Following on from Autumn 1, use key notes (crotchets and quavers) to show one beat or a quicker double beat and display on sheet music paper.
<u>Spring</u> <u>1</u>	<u>Class Orchestra – Music Express.</u> 1. Lesson 1, section 1,2 and 3. Aim – To understand what an accompaniment is, evaluate and give an opinion, click and sing along, as an accompaniment, with a recorded song – 'How doth the little crocodile'. 2. Lesson 2, section 1 and 2. Aim – To play tuned percussion as an accompaniment to 'Hill an gully'. Children to work in pairs or small groups to perform the call and response song and then investigate the melody, played using xylophone or glockenspiel. 3. Lesson 4, section 1 and 2. Aim – To understand the importance of music and the different moods and emotions it can create. Listen to a range of songs and discuss their purpose – give reasons. 4. Lesson 5, section 1 and 2 and Lesson 4, section 3. Create a radio jingle for hospital radio and decide on a play list to improve the mood of the patients. Children can work in small groups, create, compose an accompaniment, rehearse and perform	• <u>LISTEN</u> – Listen with attention to detail and recall sounds with increasing aural memory: Listen carefully and recognise high and low phrases. • <u>PERFORMING</u> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Play clear notes on instruments and use different elements in composition. • <u>COMPOSE</u> – Improvise and compose music for a range of purposes using the inter-related dimensions of music : Combine different sounds to create a specific mood or feeling. • <u>APPRECIATE</u> – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Use musical words to describe a piece of music and compositions. Use musical words to	• Music Express book pages 24 – 31 • CD tracks 31 – 38 and 42 – 44 • Photocopy page 26 • Percussion instruments	<u>ADDITIONS FROM NEW MUSIC DOCUMENT (March2021)</u> • <u>Lesson 2</u> – Explicitly explain 'Hill an gully' as a call and response song. What does this mean? Either described as an echo or similar to a question and answer. • <u>Lesson 2</u> – Transfer activity from Page 26 onto sheet music paper.

	their jingle and then share their play list ideas with the class.	describe what they like and do not like about a piece of music.		
<u>Spring</u> <u>2</u>	<u>Music Appreciation – The Lion King, Africa and Beyonce Knowles.</u> - The Lion King – What do you know already? – Film knowledge, setting, music, likes, dislikes, opinions. Discuss. Use Smartboard. - Watch the 7 min best bits clip – What is the story? Key characters, key themes etc. Discuss – composer, lyricist, score writer and their careers. Explain that the film was then adapted for the stage and is popular on Braodway and in the West End. Show 'Lion King on stage' clip. 'Circle of life' – Learn song chorus. Compare original and modern film clips. Give a favourite and reasons. - Life and career of Beyonce Knowles and her work on the new version of the movie. Listen to 'Spirit' – what is the message? - African tribal music – listen to examples, follow a beat and create a new accompaniment beat on un-tuned percussion.	<u>LISTEN</u> – Listen with attention to detail and recall sounds with increasing aural memory. <u>COMPOSE</u> – Improvise and compose music for a range of purposes using the inter-related dimensions of music : Combine different sounds to create a specific mood or feeling. <u>APPRECIATE</u> – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Use musical words to describe a piece of music and compositions. Use musical words to describe what they like and do not like about a piece of music. <u>HISTORY OF MUSIC</u> – Develop an understanding of the history of music : Recognise the work of at least one famous composer.	- Smart board 'Young, gifted and Black' book – page 18 and 19 - Un-tuned percussion instruments	The Lion King – Circle of Life clip https://www.youtube.com/watch?v=IXjI2kuNkhE The Lion King – 7min best bits https://www.youtube.com/watch?v=q1IdTRL17TQ Beyonce – Spirit https://www.youtube.com/watch?v=civgUOommC8 African tribal music https://www.youtube.com/watch?v=W05LPtVm5hY Lion King on stage https://www.youtube.com/watch?v=3FwkGDEOTwM Circle of life – new version with lyrics https://www.youtube.com/watch?v=O6Dd451T-k <u>ADDITIONS FROM NEW MUSIC DOCUMENT (March2021)</u> - Listen to 'Say my name.' by Destiny's Child to show that Beyonce was also in a band as well as working as a solo artist. Listen from the beginning, but watch from 2:57 to see the band. https://www.youtube.com/watch?v=sQgd6MccwZc - African National Anthem: 'N'Kosi Sileleli iAfrika' sung by a Gospel Choir. (2MINS ONLY) https://www.youtube.com/watch?v=8fosXeC3yFk
<u>Summer</u> <u>1</u>	<u>Dragon Scales – Music Express.</u> - Lesson 1, section 3 – What is a pentatonic scale? This is a 5 note scale used to create a melody within a song. Show the 'C' pentatonic scale using – GACDE. Explain that this scale is used in the following song. - Lesson 1, section 1 and 2 – Aim: to identify notes of 'Old Macdonald' using	<u>LISTEN</u> – Listen with attention to detail and recall sounds with increasing aural memory: Listen carefully and recognise high and low phrases. <u>PERFORMING</u> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Play clear	- Music Express book pages 32 – 41 - CD tracks 45, 46, 53 - Photocopy pages 33 to 35 - Xylophones - Glockenspiels - Keyboards	<u>ADDITIONS FROM NEW MUSIC DOCUMENT (March2021)</u> <u>Lesson 1</u> – Show the Pentatonic Scale on sheet music paper. This will move learning forward and support through the rest of the day as ch can refer to it.

	knowledge of scale and melody of the song. (Also identifying higher/lower pitch. Complete photocopy pages to show full song and notation. 3. Lesson 2, section 1 - Learn 'What you got?'. Create a poster to display the song words. 4. Lesson 1, sections 1 and 2 - Aim: to play the steady beat alongside singing of 'What you got?'. Use notes from the C pentatonic scale. 5. Lesson 4, section 1. Aim - to perform 'Old Macdonald' and 'What you got?' together. Including singing, notation and steady beat. Practice, rehearse and perform to another class.	notes on instruments and use different elements in composition. <u>USE AND UNDERSTAND</u> - Use and understand staff and other musical notations : Create repeated patterns with different instruments. Improve my work ; explaining how it has been improved. Use notation to record and interpret sequences of pitches.		
<u>Summer</u> <u>2</u>	<u>Music Appreciation - Classical Composer: Beethoven and the modern music of Queen.</u> 1. Who was Ludwig van Beethoven? Aim : To complete a character study about Beethoven and his work. Children to use ipads to research. This could be a written piece/fact file/poster about Beethoven for files and also for display. See task sheet. 2. Listen to '5th Symphony', which is one of Beethoven's most famous pieces. Each child to have an A4 piece of paper and a coloured crayon. As they are listening they need to take their crayon on a journey. When the music gets louder, how would that look on the page? Why? Etc. Complete again but for '9th Symphony - Ode to Joy'. How are the pieces similar? Different? Which do you prefer? Why? See task sheet.	<u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory: Listen carefully and recognise high and low phrases. <u>PERFORMING</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Sing songs from memory with accurate pitch. <u>HISTORY OF MUSIC</u> - Develop an understanding of the history of music : Recognise the work of at least one famous composer. Begin to identify the style of work of Beethoven. <u>APPRECIATE</u> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Use musical words to describe a piece of music and compositions. Use musical words to	- Smartboard - Ipads - Young Voices 2020 - 'Ode to peace' and 'Queen Medley' - Lyric book and CD.	Beethoven's 5th Symphony (1808) - https://www.youtube.com/watch?v=_4IRMYuE1hI Beethoven's 9th Symphony, part 4 - 'Ode to Joy' 3mins https://www.youtube.com/watch?v=hdWyYn0E4Ys&list=RDhdWyYn0E4Ys&start_radio=1&t=202 Queen - Bohemian Rhapsody through the ages https://www.youtube.com/watch?v=7wZcZJL35bI Queen medley https://www.youtube.com/watch?v=EIwYsvWcJTY Queen and Adam Lambert https://www.youtube.com/watch?v=cHTalNt_TAw <u>ADDITIONS FROM NEW MUSIC DOCUMENT (March2021)</u> <u>Additional Beethoven examples:</u> Moonlight Sonata (1802) https://www.youtube.com/watch?v=sbTVZMJ9Z2I - Fur Elise (1810) https://www.youtube.com/watch?v=wff0zHeU3Zs

	3. Listen to 'Ode to Peace' from Young Voices 2020 - learn and sing along. Note information regarding the arrangement from the music book - discuss. 4. Queen - Who are they? Why are they famous? Research and discuss their influence on more modern music. Listen to a range of their work - give opinions and reasons. 5. Young Voices 2020 - 'Queen Medley' - Children to listen and learn songs. Perform together.	describe what they like and do not like about a piece of music. Identify and describe the different purposes of music.		• <u>Additional Queen examples:</u> Somebody to love. (1976) https://www.youtube.com/watch?v=kiipcUv-b8M We Will Rock You (1977) Live version from 1986 https://www.youtube.com/watch?v=FtyZSWJkFXU
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