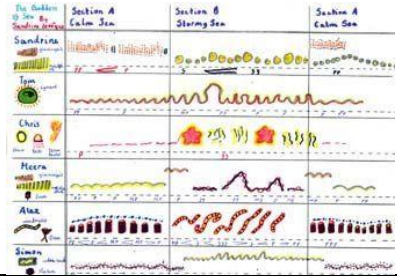


<b>Year 3</b>	Block 1 – Writing Music Down	Block 2 – More Musical Styles	Block 3- Compose Using Your Imagination	Block 4 – Opening Night
<b>Focus:</b>	Notation	Listening and history of music	Compose and improvisation	Playing and Performing
<b>Social question:</b>	How Does Music Bring Us Closer Together?	How Does Music Help Us Get to Know Our Community?	How Does Music Make the World a Better Place?	How Does Music Connect Us with Our Planet?
Lesson 1:	<p><b>Home is where the heart is (Part 1)-</b>  Warm up – Understanding Music  Listen and respond.  Provide time to listen and explore the song.  Children to draw to the song create a graphic score of what they can hear in the music.</p> 	<p><b>Friendship song part 1 –</b>  Warm up – Understanding Music  Listen and respond.  Discuss how this a type of pop music.  Refer to other pop songs that sing about friendship.  Children to learn and sing song.</p>	<p><b>Your imagination part 1 –</b>  Warm up – Understanding music.  Listen and respond.  Learn song.  Children to create a graphic score to order what the song should look like.  For example : ‘close your eyes’ might have a certain pattern.</p>	<p><b>Michael row the boat ashore part 1 –</b>  Warm up – Understanding Music  Listen and respond.  Learn song and perform in small groups.</p>
Lesson 2:	<p><b>Home is where the heart is (Part 2)-</b>  Warm up – Understanding Music  Listen and respond.</p>	<p><b>Friendship song part 2 –</b>  Warm up – Understanding Music  Listen and respond.  Talk about how this is a classical type of music. What happens to</p>	<p><b>Your imagination part 1 –</b>  Warm up – Understanding music.  Listen and respond.</p>	<p><b>Michael row the boat ashore part 2 –</b>  Warm up – Understanding Music  Listen and respond. Recap genre and dynamics when discussing.</p>

	<p>Recap the song.</p> <p>Together look at a stave – explain the notes on the stave (E,G,B,D,F – <i>ever good boy deserves football</i>) (F,A,C,E – face fits in the space).</p> <p>Children to draw and label the notes on a stave (A-G). Children start to understand the pitch in relation to the notation.</p> <p>End by singing the song, following the score, identifying the different notes.</p>	<p>the dynamics – why are these important – it gets more intense when it's louder, shows the story of the mountain. <i>Forte – loud</i> <i>Piano - quiet</i></p> <p>This piece of music is from the Romantic period. Is that the same as a romantic ballad now? Romantic music was often very dramatic.</p> <p>Recap song. If time allows listen to more pieces from the Romantic period</p>	<p>Recap song.</p> <p>Children to compose and improvise to the song – this can be done on glockenspiels first and shared using the compose element on Charanga.</p>	<p>Recap song. Children to play glockenspiel with song (see part 1).</p>
Lesson 3:	<p><b>Let's work it out together (Part 1)-</b> Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Sing the song. Focus on singing and listening, slow tempo down if need.</p>	<p><b>Family part 1 –</b> Warm up – Understanding music.</p> <p>Listen and respond. This is a type of rock song – is it that they would expect of a rock song?</p> <p>Learn song.</p>	<p><b>You're a shining star part 1 –</b> Warm up – Understanding music.</p> <p>Listen and respond. What sounds do they hear that could sound like stars?</p> <p>Learn song.</p> <p>Add in different sounds to add to the song- e.g. body percussion, glockenspiel, percussion.</p>	<p><b>The dragon song part 1 –</b> Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Learn song and perform in small groups. Children to start playing with glockenspiel if time allows.</p>
Lesson 4:	<p><b>Let's work it out together (Part 2)-</b> Warm up – Understanding Music</p>	<p><b>Family part 2 –</b> Warm up – Understanding music.</p> <p>Listen and respond.</p>	<p><b>You're a shining star part 2 –</b> Warm up – Understanding music.</p> <p>Listen and respond.</p>	<p><b>The dragon song part 2 –</b> Warm up – Understanding Music</p>

	<p>Listen and respond.</p> <p>Recap song. Look at song with score – children to identify that some notes look different – through listening can they work out why?</p> <p>Crotchet – 1 beat (tea) Quaver – ½ a beat (coffee) Minim – 2 beats They will also see a crotchet rest – this looks like the number 1 so it means we miss 1 beat. Dotted crotchet – 3 beats</p> <p>Children to draw and label these on a staff – can be any note or no note.</p>	<p>Discuss the style of this music. Discuss how different cultures will often have different musical styles. <i>See 'understand' section</i></p> <p>Recap Family song.</p>	<p>Recap song. Children to compose their own melody – using voice or instruments to be added.</p>	<p>Listen and respond. Discuss what makes a good performance. How can children include this? <i>Should everything be loud?</i></p> <p>Recap and perform song using glockenspiel in small groups.</p>
Lesson 5:	<p><b>Please be kind –</b> Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Children to sing song. What do they notice – it is quite short and bouncy. This song uses syncopation in its lyrics – this means it is off the beat.</p>	<p><b>Come on over –</b> Warm up – Understanding music.</p> <p>Listen and respond. This genre is soul music – listen to other examples.</p> <p>Learn song.</p>	<p><b>Music makes the world go round –</b> Warm up – Understanding music.</p> <p>Listen and respond.</p> <p>Learn song. Children to add in different instruments to the song.</p>	<p><b>Follow me –</b> Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Learn song and perform in small groups using the ideas of what makes a good performance.</p>

<p>Lesson 6:</p>	<p><b>Notation-</b> Recap note values. Recap notes on a stave.</p> <p>Children to write their own composition using what they have learnt, this can then be played on a glockenspiel/boomwhackers.</p> <p>Provide children with rhythm words to help: Crotchet – tea, cat, dog Quaver – coffee, happy, jelly Minim – slide, moo, tree (elongate the words) Semi-quaver – chocolate Rest - shhh</p>	<p><b>History and styles of music-</b> Children to research a style of music and create a fact file about it.</p> <p>Examples- -time period -famous pieces/songs -famous conductors/performers</p>	<p><b>Sound scape –</b> Listen and discuss Benjamin Britten’s storm. <a href="https://www.bbc.co.uk/teach/ten-pieces/articles/z4fsv9q">https://www.bbc.co.uk/teach/ten-pieces/articles/z4fsv9q</a></p> <p>How does Britten create the idea of a storm?</p> <p>Children to work in groups using a range of instruments and body percussion to create their own sound scape of a storm.</p>	<p><b>Perform –</b> Children to perform in small groups a song of their choice. This could be one they have learnt in this block or another.</p>
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