





## Lesson sequence (6 lessons)

- 1. Introduction to the song
- 2. Compare folk songs
  3. Write a school folk song
- 4. Recognise symmetrical patterns in songs
- 5. Improvise and sing simple melodies and rhythms
  - 6. Compose a simple symmetrical song

# Sticky learning

#### NC Coverage

| Listen with attention to detail and recall sounds with increasing aural memory.  |          |
|--|----------|
| Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.         |          |
| Develop an understanding of the history of music.  |          |
| Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. |          |
| Improvise and compose music for a range of purposes using the inter-related dimensions of music.   |          |
| Listen with attention to detail and recall sounds with increasing aural memory.  | <b>V</b> |
| Use and understand staff and other musical notations.  |          |

#### Model Music Yr 3 Coverage

| Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.  | <b>V</b>                |
|---|-------------------------|
| Listen to recorded performances.  | $\overline{\checkmark}$ |
| Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform <i>forte</i> and <i>piano</i> (loud and soft).   |                         |
| Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note range.   |                         |
| Structure musical ideas (e.g. using echo or question-and-answer phrases) to create<br>music that has a beginning, middle, and end. Pupils should compose in response to<br>different stimuli e.g. stories, verse, images (paintings and photographs), and musical<br>sources. |                         |

#### Concept Links/Prior Knowledge

Rhythm has been covered in our poetry unit in English so the children have some knowledge of this already. In the last unit the children learnt about pentatonic scale. In EYFS/KSI they have been introduced to the vocabulary below and experienced mainly percussion instruments.

Vocabulary revision (vocabulary I have been taught before)

Rhythm - keeping time and staying on the beat

Pulse - a regular beat

Beat - a basic unit of music

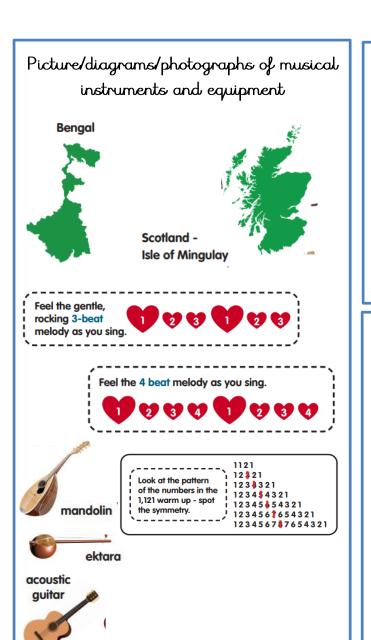
Dynamics - how quiet or loud

Tempo - the speed of the music

Pitch-The melody or accompaniment







## Musical notations and symbols

| Notation | Rhythm length          | Rhythm name   | Action word |
|----------|------------------------|---------------|-------------|
|          | 1 beat,<br>½ beat each | 2 quavers     | jogging     |
|          | 1 beat                 | crotchet      | walk        |
| *        | 1 beat of silence      | crotchet rest | sh          |
|          | 2 beats                | minim         | stride      |

# Significant people (musicians/artists)



Hugh S. Roberton

Famous for working with choirs



**Girin Chakraborty** 

Famous for writing and recording Bengali songs.

## New vocabulary I will learn

Melody- the tune you play or sing

Structure- the order the different sections of a song are played in

Rhythmic accompaniment- Musical part that provides rhythmic support for the melody

Timbre-quality of a musical note

Echo-repetition or partial repetition of a sound

Unison- Playing or singing the same notes together at the same time

Ensemble- A group of musicians who perform together.