

# Year 3 Music Spring 1- 'Mingulay' and 'Sound Symmetry'

## 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

## 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/KS1 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

## Sticky learning

### NC Coverage

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

### 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.	<input checked="" type="checkbox"/>
Listen to recorded performances.	<input checked="" type="checkbox"/>
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).	<input checked="" type="checkbox"/>
Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note range.	<input checked="" type="checkbox"/>
Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.	<input checked="" type="checkbox"/>

Picture/diagrams/photographs of musical instruments and equipment



Feel the gentle, rocking 3-beat melody as you sing.



Feel the 4 beat melody as you sing.



mandolin



ektara



acoustic guitar

Look at the pattern of the numbers in the 1,121 warm up - spot the symmetry.

1121  
12 2 1  
12 3 3 2 1  
12 3 4 4 3 2 1  
12 3 4 5 5 4 3 2 1  
12 3 4 5 6 6 5 4 3 2 1  
12 3 4 5 6 7 7 6 5 4 3 2 1

## Musical notations and symbols

Notation	Rhythm length	Rhythm name	Action word
	1 beat, 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. Robertson

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.