

Manor Primary School

Music Year 3: Bringing us together

Overview of the Learning:

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Bringing Us Together – a Disco song about friendship, peace, hope and unity.

Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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
- use and understand staff and other musical notations

Pupils should be taught

Main learning:

To read, find and play the notes: C G A

- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without the notated scores
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
- to understand and use the **pentatonic scale** while **improvising** and **composing**

Expectations

Children will:

- Listen with understanding and direction
- Apply the interrelated dimensions of music in this context i.e. finding the pulse building to extended dimensions
- Use correct musical vocabulary linked to the music and general musical vocabulary correctly
- Learn through repetition about the interrelated dimensions of music

Manor Primary School



- Work together in a band/ensemble
- Play beginner instrumental parts with more understanding
- Continue to form a basic understanding of notation
- Form a basic understanding of theory, the language of music
- Improvise with more creativity and understanding
- Compose with more creativity and understanding

Manor Primary School Music Year 3: Glockenspiel Stage 1

Overview of the Learning:

This Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel or, if you have previous knowledge or players in your class, **the recorder**. This unit builds on the previous and leads to unit 3, please use the scores provided in other units once you have completed this one

Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

Pupils should be taught

Main learning:

To be able to read and play Music on the Glock for the notes C, D, E, F.

- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without the notated scores
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
- to understand and use the **pentatonic scale** while **improvising** and **composing**

Manor Primary School



- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Expectations

Children will:

- Listen with understanding and direction
- Apply the interrelated dimensions of music in this context i.e. finding the pulse building to extended dimensions
- Use correct musical vocabulary linked to the music and general musical vocabulary correctly
- Learn through repetition about the interrelated dimensions of music
- Work together in a band/ensemble
- Play beginner instrumental parts with more understanding
- Continue to form a basic understanding of notation
- Form a basic understanding of theory, the language of music
- Improvise with more creativity and understanding
- Compose with more creativity and understanding

Manor Primary School
Music Year 3: Let Your Spirit Fly (A R&B song for children)

Overview of the Learning:

All the learning is focused around one song: Let Your Spirit Fly, an R&B song written for children. They will also explore features of pop songs, motown and soul music. They will put instrumental parts to a R&B song and perform

Core Aims

Pupils should be taught

Manor Primary School



- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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
- use and understand staff and other musical notations
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- how to listen to music
- to sing the song
 - to understand the geographical origin of the music and in which era it was composed
 - to experience and learn how to apply key musical concepts/elements eg finding a pulse, clapping a rhythm, use of pitch
 - to play the accompanying instrumental parts with or without the notated scores (optional)
 - to work together in a band/ensemble
 - to develop creativity through improvising and composing within the song
 - to understand and use the pentatonic scale while improvising and composing
 - to experience links to other areas of the curriculum (see Extension Activities)
 - to recognise the style of the music and to understand its main style indicators
 - to understand and use general musical vocabulary and specific

Expectations

Children will:

- Listen with understanding and direction
- Recognise styles of music and their style indicators
- Develop a context for the history of music
- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality

Manor Primary School



- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose melodies with understanding

Manor Primary School Music Year 3: Three Little Birds

Overview of the Learning:

- In this unit children will listen to and appraise a roots reggae song. Their work will be around the song **Three Little Birds by Bob Marley**. They will identify **style indicators** of roots reggae music; investigate how a reggae song is put together and explore **structure/form/shape** of a range of reggae songs. They will also explore **Pulse/Rhythm/Pitch** of roots reggae music. They will put tuned percussion to roots reggae music, create musical compositions of their own to fit reggae music and they will improvise. They will create a reggae performance

Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

Pupils should be taught

- how to listen to music
- to sing the song
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without the notated scores (optional)
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
- to understand and use the **pentatonic scale** while **improvising** and **composing**
- to experience links to other areas of the curriculum (see Extension Activities)
- to recognise the style of the music and to understand its main **style indicators**
- to understand and use general musical vocabulary and specific

Manor Primary School



- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
-

Expectations

Children will:

- Listen with understanding and direction
- Recognise styles of music and their style indicators
- Develop a context for the history of music
- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality
- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose melodies with understanding

Manor Primary School Music Year 3: The Dragon Song

Overview of the Learning:

This is a six-week Unit of Work. All the learning in this unit is focused around one song: The Dragon Song . Using their imagination and working together as a class, children will create their own performances of this song.

Manor Primary School



Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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
- use and understand staff and other musical notations

Pupils should be taught

- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without the notated scores
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
- to understand and use the **pentatonic scale** while **improvising** and **composing**

Expectations

Children will:

- Listen with understanding and direction
- Apply the interrelated dimensions of music in this context i.e. finding the pulse building to extended dimensions
- Use correct musical vocabulary linked to the music and general musical vocabulary correctly
- Learn through repetition about the interrelated dimensions of music
- Work together in a band/ensemble
- Play beginner instrumental parts with more understanding
- Continue to form a basic understanding of notation
- Form a basic understanding of theory, the language of music

Manor Primary School



- *Improvise with more creativity and understanding*
- *Compose with more creativity and understanding*



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