

# Music - Year 3 - Term 2 - Stone age to Iron age

## Basic Skills

### Key Language & Vocabulary

Pulse, rhythm, tempo, timbre, ostinato, dynamics, texture, duration, structure, instrumentation,

crotchets, quavers, minims, rests., semibreve, bars, silence, call and response, bone flutes, skin drums

forte, piano, composer, score, conductor, orchestra, body percussion, ostinato, poly rhythms,

material, flint, bone, tribe, iron, evolve, history, genre, polyrhythm, stone age, iron age,

## Values

Cooperation

Responsibility

Respect

## Rich Learning Experiences

### Key Learning Objectives

Maintain vocal parts with support when singing unison song, call and response, simple rounds and part songs.

To create a rhythmic ostinato using body percussion .

To create and perform raps about Stone Age life

To explore and comment (using musical terminology) on the ways that different sounds can be used expressively and to discuss the effect that they create.

Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc).

To listen to and respond to music drawn from different traditions, genres, historical eras, great composers and musician

Pieces studied:

**Song Stone Age Man, Stone Age Stomp**

**We will rock you by Queen,**

**Early man—Prehistoric Prologue**

**Bone flute music and primitive instruments**

### Cross-curricular Links

Maths— beats, PHSE –moods and feelings, Art— History , Literacy—creating lyrics (onomatopoeias)

### Key Knowledge and Skills

#### Singing/playing:

- Copy increasingly longer phrases with accuracy, with an awareness of the phrases in a song
- Understand that posture, breathing and diction are important
- Keep a steady beat on an instrument in a group or individually
- Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat
- **Listening, reflecting and appraising:**  
Listen with concentration to longer pieces / extracts of music and identify, where appropriate: - a steady beat / no steady beat  
- a specific rhythm pattern or event  
- the tempo, dynamics, instrumentation
- **Composing/improvising**  
To compose a rhythmic ostinato using body percussion.
- To create a 'stone age' rap using onomatopoeias.
- **Theoretical knowledge:**
- To learn how to read and play crotchet, crotchet rests, minims, minim rests and quavers.
- To learn about the origins of musical instruments and the evolution of music from primitive times.

### Enrichment Opportunities ('Learning in Action')

Choir, instrument lessons available, music clubs, singing assemblies, class assemblies, musical shows and performances to audiences.

## Learnacy and Y-Factor

Do any stories come to mind from your listening? Who would like to share their story?

How do you think this instrument was played?

What type of material do you think it was made from? Why?

How would you describe the similarities and differences between these ancient and modern instruments? What did you hear?

What do you hear in the music to make you think of ..... ?

How does the composer use dynamics. expression, texture (etc) to represent this? What would you do differently next time? What word best describes this music? Why did you choose that word?

Do you think the title the composer chose for this piece of music a good one or a poor one? Explain why.

Would you recommend this piece of music to a friend? To your parents? Why?