

Music - Year 3 - Term 1 - Lights, Camera, Action

Basic Skills

Key Language & Vocabulary

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

crotchets, quavers, minims, rests. semibreve,

forte, piano, composer, score, film music, soundtrack, backing track, conductor, orchestra

body percussion, ostinato, motif, leitmotif

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

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

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

Pieces studied:

The typewriter by Leroy Anderson

Star Wars theme: John Williams

Hans Zimmer/ Claus Badelt: Pirates of the Caribbean theme

Disney's Fantasia— selection of composers

Harry Potter theme—John Williams

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 film 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 simple ostinato for a 'leitmotif' for a character in a film.

- To use instruments/voices in creative ways to contribute to a group composition which represents a 'film scene'.
- **Theoretical knowledge:**
- To learn how to read and play crotchet, crotchet rests, minims, minim rests and quavers.

Cross-curricular Links

Maths— beats, PHSE —explaining moods and feelings,

Art—expressing through pictures History of Music

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

If you were writing the script for a movie using this music, what might the movie be about?

What patterns did you notice in the music?

What instruments in particular produced the sound you heard?

What is your favourite thing about this piece? Explain why.

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?

What was successful in your composition?

What changes might you make to improve it?