

Music - Year 3 - Term 4 - The Secrets of the Universe

Basic Skills

Key Language & Vocabulary

Pulse, rhythm, tempo, timbre, ostinato, dynamics, texture, duration, structure, call and response, round, lyric,

crotchets, quavers, minims, rests, semibreve, forte, piano, stave, ledger lines, notes, note heads, tails, beats

treble clef, earthquake, lava, volcano, eruption, percussion instruments, glockenspiel, Hawaii, ensemble, accompany, graphic score

Standard and non standard notation, drums, shakers, conductor, fault, magnitude, Richter scale, seismograph, magma, ash, Pompeii

Values

Cooperation

Responsibility

Respect

Rich Learning Experiences

Key Learning Objectives

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

Use some musical symbols and graphic notations to record and create.

To work as a group to compose a piece of music for a purpose; focusing on building texture and dynamics.

To be able to communicate thoughts and feelings through simple musical compositions

To maintain a simple part within an ensemble and take notice of others when performing.

To learn to play rhythms with at least two note lengths.

To begin to think about why certain sounds are used by composers to enhance composition i.e. timbre of instruments, vocal sounds.

Pieces studied:

Compare tracks - San Andreas—film themes, Pompeii— Bastille, Popcatpetl , Someone to Lava— Disney

Tom Knight "Shake, Shake, Shake (The Earthquake Song), The Beatles, Across the universe
Michael Jackson—Earth Song
Blue Planet Theme,

Cross-curricular Links

Maths, PHSE, Art, Geography, History , Drama, Literacy, Dance

Key Knowledge and Skills

Singing/playing:

- Maintain vocal parts with support when singing in unison, call and response, simple rounds and part songs.
- To learn to play a selection of percussion instruments to a steady beat to accompany a class performance of 'Someone to Lava' and 'Shake, Shake, Shake'
- Perform with an awareness of others and follow simple hand directions from a leader.
- **Listening, reflecting and appraising:**
Listen and respond to own and others' work and use some musical terminology to offer suggestions.
- 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.
- Compare and discuss two pieces of music based on the same theme using some musical terminology.
- **Composing/improvising**
To compose a rhythmic/ melodic ostinato using percussion instruments.
- To use dynamics and texture to create a class/group composition about earthquakes.

Theoretical knowledge: To learn how to read and create a graphic musical score.

- To learn how to read and play crotchet, crotchet rests, minims, minim

Enrichment Opportunities ('Learning in Action')

Choir, instrumental 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? What did the music make you think about? How does the composer use dynamics, expression, texture (etc) to represent this? If you were composing some music to create this theme what would you do?

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 is a good one or a poor one? Explain why.

How would you change the way you played it if you wanted it to express the opposite feeling or mood? What did you learn today that you didn't know before we started the lesson?

What feeling or mood did you want the music to express? How would you change the way you played it if you wanted it to express the opposite feeling or mood?

If you were composing some music to create these feelings what would you do?

What would you do differently next time?

How could you use the different musical elements to improve your performance?

Why did you choose that instrument to represent? How else could you play it to create a different effect? Why do you think graphic scores were invented?

How did you know when to start and stop the performance? What could you do to improve this next time?