YEAR 3 MUSIC LEARNING JOURNEY — SPRING TERM 2

TERM OVERVIEW	PROJECT OUTCOMES
This term children will be developing their instrumental skills, by learning to play the Glockenspiel and Chime Bars. They will continue to develop their skills in reading music, building on their knowledge of rhythm notation and adding in pitches, exploring the 7 pitches that are used in most Western music. As well as reading skills they will continue to develop their aural and performance skills, playing in time to a beat, improvising patterns and playing pieces in time to a backing track. *As part of their learning they will also listen to music from around the world, exploring key features of the music aurally*	By the end of this unit children will be able to recognise and play all the 7 pitches on the glockenspiel, and use these notes to improvise patterns and perform a variety of songs and pieces. They will develop their sense of pulse and rhythm as well as pitch, performing with others and in time to a backing track.

BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY
Children will build on the rhythm work they did last term, further developing their recognition of rhythm notation, and being able to perform from this. Building on this they will then begin to understand pitch notation at the same time, reading chord symbols. They will continue to build on their musicianship skills, playing in time to a beat, performing with others and improvising their own patterns in time to a backing track.	. The music curriculum is very much on a progressive spiral, so children will continue to revisit their sense of pulse and understanding of rhythm in future units. They will build on their music reading skills throughout Key Stage 2, recognising notes on the treble clef stave. Performance skills are continually built upon throughout KS2, allowing children to build musicianship skills as well as how to perform in time with music and other musicians. They will transfer their instrumental skills from glockenspiel to keyboard in Year 4.	Feeling the pulse Performing in time to the pulse note names A-G saying rhythms counting out loud follow written notation play in time with others **Vocab**: Pulse, Ta/ Crotchet/ Beat/ Rest/ Te-te/ Quaver Call and Response Chord/ Root Call and Response

NC COVERAGE

KS2 Pupils should be taught to:

- 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
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

SKILLS FOCUS	SUGGESTED SEQUENCE OF LEARNING
By the end of this unit the children should know (knowledge) ● *The names and symbols of some rhythm notation (crotchet, quaver and rest)* ● *The names of the 7 pitches on a glockenspiel (A-G)* ● *That a chord is made up of 3 notes (a triad)* **By the end of this unit the children should be able to (skills):** ● *Play the glockenspiel or chime bars, finding all 7 notes.* ● *Perform chord progressions in time to a beat, with other performers* ● *Follow a musical score* ● *Improvise using the different notes or chords on their instrument.* ● *Play a pop song using the notes they have learnt.*	**Lesson 1:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Listening activity warm-up: Music from around the world - Spain - discussion of possible countries, reasons why and recognition of instruments and other features. Show on map. 2. Introduce the ground rules for class instrumental playing (Section 1A MF Learn to Play Tuned Percussion) - agree on a class start/ stop signal and learn the "rest" position (beaters down, hands palms up) 3. Introduce the notes on the glock - A-G, and then the first chord (discuss the word chord and how to create one). Find notes of Am. Try playing to a beat (MF Section 1) and then Call and Response patterns with me and then in partners. 4. Hear some demos at the end. (film and make a note of who plays) **Lesson 2:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1. Listening activity warm-up: Music from around the world - China - discussion of possible countries, reasons why and recognition of instruments and other features. Show on map. 2. Recap ground rules and chord from last week - warm-up with a call and response on Am 3.Introduce F major chord - look at notes, play rhythms on F. 4. Chord jam of Am and F, start one note per bar and build up to 3 crotchets. Then try improvising a rhythm to each bar (discuss the term improvise) - demonstrate examples to the children and then encourage them to try (initially all at the same time, and then ask for volunteers to share their ideas) - film and make a note of who plays. ADD IN – WEEK ON G TRIAD – RHYTHM PRACTISE – THEN EACH PAIR HAVE TO PICK AND PRACTISE A RHYTHM – GUESSING GAME WITH THE CLASS **Lesson 3:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1. Listening activity warm-up: Music from around the world - Greece - discussion of possible countries, reasons why and recognition of instruments and other features. Show on map. 2. Recap ground rules and chord from last week - warm-up with improvising on Am and F root notes. 3. Introduce C major chord, (Section 2 MF) and play rhythms/ notate as crotchets and quavers for them on the board on a note or 2 of the chord. 4.Work on the Am, C and F jam - move simply between the chords, with single notes, then try different rhythm patterns with crotchets and quavers. **Lesson 4:**

	written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1. Listening activity warm-up: Music from around the world - South Africa - discussion of possible countries, reasons why and recognition of instruments and other features. Show on map. 2. Recap all 3 chords - ask for demos from the children - do some call and response patterns using each individual chord backing track. 3. Further work on Am, C and F using the Chord Funk in Section 2. Lots of practise time - ask for volunteers to perform at the end (film and make a note of who performs) **Lesson 5:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1. Listening activity warm-up: Music from around the world - Mexico - discussion of possible countries, reasons why and recognition of instruments and other features. Show on map. 2. Recap of chords - short quiz for children to write down chord notes on white boards and hold up. 3. Rehearsal time and then Final performances of 3 Chord Funk - students to perform in pairs - film
End Points	
● **What are the notes in the triads of Aminor, C and F?** (ACE, CEG, FAC) ● **What is a chord** (a group of 2 or more notes played together) **and what is a Triad** (a chord of 3 notes - play a note, miss a note, play a note, miss a note, play a note) ● **Can you tell me about how you improvised melodies using the notes of some triads?** Played in time to a backing track, and only played the notes in each triad so that it sounded nice, played repeated notes or short patterns.	

Next half term - continuation:

Recap 3 chords - then add in G
Chord Jam C G F
Work on performance of Hound Dog.
Quiz at end on chords and countries.