

**YEAR 3 ADVENT 1: Movin' Groovin'**

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<b>Prior Knowledge</b>	<p><b>Pupils can:</b>                  Sing collectively at the same pitch.                  Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.                  Walk, move, and clap a steady beat.                  Read the symbols for the rhythms: "Walk", "Running", "Stride", and "Sleep"                  Perform together, following instructions that combine the musical elements.                  Differentiate between beat/pulse and rhythm.                  Describe pitch in music as high or low.                  Repeat a rhythm in the context of a Call and Response.</p>					
<b>New knowledge</b>	<p><b>Pupils will:</b>                  Repeat a rhythm on one or two notes on a tuned instrument in the context of a Call and Response.</p>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Medium term knowledge</b>	Pupils will know the rhythms to the new piece through <u>listening</u> . Pupils will know the style of the music Jazz.	Pupils will know how to hold their instrument correctly and make a controlled sound. Pupils will know how to play the rhythms to the piece on one note through <u>listening</u> .	Pupils will know the meaning of a 4-beat call and response and <u>perform</u> it on their instrument. Pupils will know how to play the rhythms from week 1 and 2 with increased accuracy on their instruments.	Pupils will know the word " <u>improvising</u> " and begin to demonstrate this on their instrument. Pupils will know how to play new notes.	Pupils will know how to <u>improvise</u> with increased confidence, accuracy and control. Pupils will know the full structure of the piece. Pupils will <u>perform</u> together as whole class rehearsal.	Pupils will know how to <u>perform</u> the piece with <u>musicianship</u> . Pupils will know how to <u>improvise</u> and use their <u>listening skills</u> to identify call and response and theme.
<b>Vocabulary</b>	<b>Jazz style</b>	<b>Pitch</b>	<b>Call and response</b>	<b>Improvising</b>	<b>Performance</b>	<b>Assess</b>
<b>Individual Lesson Plan</b>	<ul style="list-style-type: none"> <li>Introduce Movin' and Groovin'; What is the style of the music?</li> <li>Using the backing track, pupils to move to the beat in 4 as instructed by teacher, being led to</li> </ul>	<ul style="list-style-type: none"> <li>Recap key vocabulary from last lesson.</li> <li>Recap the rhythm lyrics from last week, clapping along to the backing track.</li> </ul>	<ul style="list-style-type: none"> <li>Recap key vocabulary from last lesson.</li> <li>Using the middle section of the backing track, pupils to count</li> </ul>	<ul style="list-style-type: none"> <li>Recap key vocabulary from last lesson.</li> <li>Introduce improvisation using Duke Ellington Take the A Train video. Discuss history of the</li> </ul>	<ul style="list-style-type: none"> <li>Recap key vocabulary from last lesson.</li> <li>Discuss the differences between rehearsing and</li> </ul>	<ul style="list-style-type: none"> <li>Recap all musical vocabulary learnt over the half term. 5-word test</li> <li>Watch video recording of MG</li> </ul>

	<p>progress onto counting to the beat. Discuss/recall beat.</p> <ul style="list-style-type: none"> <li>• Begin to internalise the rhythms using call and response using lyrics. Discuss rhythm. In what way is it different to the beat/pulse?</li> <li>• Pupils will then clap along to “Movin’ Groovin’” saying the lyrics at the same time.</li> <li>• Final stage of learning the rhythm is to clap the rhythms without saying the lyrics out loud.</li> <li>• Plenary: Put all learning together and clap the rhythm along to the backing track.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the instruments we are going to be learning, having live demonstrations by teachers and/or watching videos.</li> <li>• Split into groups to learn playing techniques and a note on their new instrument, progressing to playing the MG rhythm.</li> <li>• Whole class to come back together to play MG rhythm along to the backing track.</li> <li>• Plenary: Class appraisal- what went well? What could we improve and how could we achieve that?</li> </ul>	<p>out the beats in 4 to understand they have a 4-beat whole bar rest to create a call and response.</p> <ul style="list-style-type: none"> <li>• Discuss using words to help us create a C and R rhythm.</li> <li>• Pupils to work in pairs to create a C and R rhythm.</li> <li>• Plenary: Pupil led C and R demonstrating their created rhythms using the backing track to keep the pulse.</li> </ul>	<p>piece. What style of music is this?</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates improvisation with MG.</li> <li>• Split into instrument groups to learn at least one new note.</li> <li>• Experiment with improvisation discussing using whole bar rests as we did last week for C and R</li> <li>• Plenary: Class to come back together to demonstrate improvising along to the backing track, encouraging all pupils to participate in the solo section.</li> </ul>	<p>performing. When would we rehearse/perform? What is the difference between the two?</p> <ul style="list-style-type: none"> <li>• Rehearse and video the full structure of MG.</li> <li>• Plenary: Watch video; peer to peer assessment and appraisal.</li> </ul>	<p>from last lesson, discussing what went well and what could be improved.</p> <ul style="list-style-type: none"> <li>• Plenary: Whole school performance (Videoed)</li> </ul>
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YEAR 3 ADVENT 2: GMGGGF						
<b>Prior Knowledge</b>	<p><b>Pupils can:</b>                      Sing collectively at the same pitch.                      Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.                      Clap rhythm notation along with a backing track.                      Read the symbols for the rhythms: “Walk”, “Running”, “Stride”, and “Sleep”                      Perform together, following instructions that combine the musical elements.                      Clap and play a Call and a Response                      Differentiate between beat/pulse and rhythm.                      Describe pitch using musical language, such as high and low.</p>					
<b>New knowledge</b>	<p><b>Pupils will:</b>                      Be able to read from stave notation – from E to F on a Treble Clef.                      Be able to read rhythm notation, and associate the correct names for lengths of notes.</p>					
	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Medium term knowledge</b>	Pupils will begin to read basic stave notation.	Pupils will know how to read stave notation.	Pupils will expand their notation reading skills.	All pupils will read from stave notation.	Pupils will understand the difference between C and R and question/answer phrase.	The 6-week project will be brought together where all pupils will <u>perform</u> the piece. Pupils will <u>perform</u> together as a group with control, <u>musicianship</u> , and rhythmic accuracy.
<b>Vocabulary</b>	<b>Crotchet, Minim, Quaver, Semi Breve</b>	<b>Stave, Stave notation</b>	<b>Time signature, Treble clef</b>	<b>Funk Style</b>	<b>Question and answer</b>	<i>Assess</i>
<b>Individual Lesson Plan</b>	<ul style="list-style-type: none"> <li>Recap and discuss musical vocabulary from Advent 1.</li> <li>Show a copy of the music for “Get Moving, Get Grooving, Get Funky” on the board to show what musical notation looks like,</li> </ul>	<ul style="list-style-type: none"> <li>Recap key vocabulary from last lesson and the note names and values.</li> <li>Teach pupils about the stave, starting from “ladder” being up and</li> </ul>	<ul style="list-style-type: none"> <li>Recap key vocabulary from last lesson and the note names and values.</li> <li>Recap notation reading using</li> </ul>	<ul style="list-style-type: none"> <li>Recap key vocabulary from last lesson and the note names and values.</li> <li>Listen again to GMGGGF and discuss</li> </ul>	<ul style="list-style-type: none"> <li>Recap key vocabulary from last lesson.</li> <li>Teachers to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>Recap all musical vocabulary learnt over the half term.</li> <li>Rehearse for performance, recapping</li> </ul>

	<p>discussing the visual differences between the different notes.</p> <ul style="list-style-type: none"> <li>Recapping rhythms (Running, walk, stride, sleep), Introduce crotchets, minims and semibreves using a funk drum track. Moving and clapping to the beat.</li> <li>Using the GMGGGF backing track, pupils to clap the rhythm notation from the staff notation on the board.</li> <li>Split into instrumental groups to rehearse playing rhythm notation.</li> <li>Plenary: whole class come back together to all play the rhythms learnt with the drum track. Q and A note values.</li> </ul>	<p>down: top of stave being high, bottom being low, and introducing musical rhymes. (Suggest HA class to make up own rhymes)</p> <ul style="list-style-type: none"> <li>Split into instrument groups and begin to look at the staff notation and new playing techniques for GMGGGF.</li> <li>Plenary: Stave notation quiz using <a href="http://www.musictheory.net">www.musictheory.net</a></li> </ul> <p>Optional use of iPads and MusicTheory.net where each pair of pupils has one iPad and take it in turns working out the new notes. Takes some setup the first time but should be easier after this (saved cookies help)</p>	<p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <ul style="list-style-type: none"> <li>Give all pupils a copy of the music for their instrument.</li> <li>Split into instrument groups and learn notated parts.</li> <li>Plenary: whole class to come back together. Each group to perform to the other and together. Peer to peer assessment, what went well and how could we improve?</li> </ul>	<p>the musical style. (Funk)</p> <ul style="list-style-type: none"> <li>Watch recording of James Brown “I got you” and discuss James Brown as a Funk artist.</li> <li>Give all pupils an extension part for GMGGGF</li> <li>Split into instrument groups to learn the new extension parts.</li> <li>Plenary: whole class to come back together. Each group to perform to the other and together. Peer to peer assessment, what went well and how could we improve?</li> </ul>	<p>and explain Call &amp; Response and Question and answer.</p> <ul style="list-style-type: none"> <li>Pupils to work in pairs and create their own question and answer phrases.</li> <li>Plenary: Play the piece with extended parts, incorporating question and answer phrases.</li> </ul>	<p>performance skills learnt Advent 1.</p> <ul style="list-style-type: none"> <li>Plenary: Whole school performance (Videoed): GMGGGF, “Wind through the olive trees.”</li> </ul>
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