

YEAR 3 Pentecost 1: Sunshine

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| Prior Knowledge | Pupils can: 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. Be able to read rhythm notation, and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Improvise on one or two notes on a tuned instrument. Differentiate between beat/pulse and rhythm. Be able to use their skills reading stave notation to play from sheet music. | | | | | |
| New knowledge | Pupils will: Compose a 4-bar notated rhythm and perform it. Combine Call and Response, Improvisation, and Composition skills in one piece. | | | | | |
| Medium term knowledge | Week 1 Pupils will know the style Reggae through music <u>listening</u> . Pupils will know how to <u>perform</u> section A and B of the new piece from stave notation. | Week 2 Pupils will know how to <u>perform</u> sections C and D from stave notation. Pupils will know how to <u>perform</u> sections A, B, C and D together. | Week 3 Pupils will know the structure of sections E-H. Pupils will know how to apply <u>improvisation</u> and call and response to sections F and G. | Week 4 Pupils will know how to <u>compose</u> a 4-bar notated rhythm and <u>perform</u> this for section H. Pupils will know how to combine rhythmic notation with note letter names. | Week 5 Pupils will know the structure of the whole piece. Pupils will know how to <u>perform</u> from stave notation. Pupils will know how to <u>perform</u> the call and response section. Pupils will know how to <u>perform</u> the <u>improvisation</u> section. Pupils will know how to perform <u>composition</u> . | Week 6 Pupils will know how to <u>perform</u> the whole piece with <u>musicianship</u> . Vocabulary: |
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| Vocabulary | Reggae | Whole bar rest | Composer | Song writer | Composition | Assess |
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| Individual Lesson Plan | <ul style="list-style-type: none"> Listen to the new piece Sunshine discuss musical style and structure. Listen to a Reggae piece e.g. 3 Little Birds and discuss. Recall notation reading on board. Teach pupils about whole bar rests. Separate into instrument groups to learn section A and B from stave notation. Plenary: Groups to come back together to perform section A and B together. | <ul style="list-style-type: none"> Recall key words from last lesson. Recall performing section A and B from last lesson. Split into instrument groups to learn and rehearse sections C and D from stave notation. Plenary: Groups to come back together to perform sections A to D together. | <ul style="list-style-type: none"> Recall key words from previous lessons. Explain the structure of sections E to G. Class to stay together to revisit and rehearse call and response skills learnt in Advent term. Plenary: Class perform sections F and G with improvisation and call and response. | <ul style="list-style-type: none"> Recall key words from previous lessons. Explain the structure of composition section H. Class to stay together to revisit composition skills learnt in Lent term and compose a 4-bar stave notation rhythm to use in section H. Plenary: Class to play their composition with the backing track. | <ul style="list-style-type: none"> Recall key words from previous lessons. Separate into groups to rehearse piece in sections, incorporating the improvisation, call and response and composition into sections F-H Plenary: Groups come together to perform and video the whole piece. | <ul style="list-style-type: none"> Watch the video recording made last week, peer to peer assessment and appraisal. What went well and what could we improve? Rehearse for class performance, making any improvements discussed by pupils. Plenary: Perform Sunshine. |

| YEAR 3 Pentecost 2: Toca Bonito | | | | | | |
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| Prior Knowledge | <p>Pupils can:</p> <p>Sing collectively at the same pitch.</p> <p>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.</p> <p>Be able to read rhythm notation, and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve).</p> <p>Perform together, following instructions that combine the musical elements.</p> <p>Improvise on one or two notes on a tuned instrument.</p> <p>Differentiate between beat/pulse and rhythm.</p> <p>Be able to use their skills reading stave notation to play from sheet music.</p> <p>Improvise on one or two notes.</p> | | | | | |
| New knowledge | <p>Pupils will:</p> <p>Perform at least one piece with confidence.</p> <p>Extend their improvisation skills to be able to improvise on multiple notes on a tuned instrument.</p> | | | | | |
| | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Medium term knowledge | <p>Pupils will know the style Latin through music <u>listening</u>.</p> <p>Pupils will know how to <u>sing</u> the new lyrics within the new piece.</p> <p>Pupils will know how to clap the syncopated rhythms to the piece along to the lyrics.</p> <p>Pupils will know how to <u>perform</u> the rhythms by ear on one note.</p> | <p>Pupils will know how their chosen skill fits within the middle section of the piece.</p> <p><u>Composing</u> pupils will know how to <u>compose</u> a 4-bar staff notated rhythm.</p> <p><u>Improvising</u> pupils will know how to <u>improvise</u> a 4-bar rhythm.</p> <p>Question and answer pupils will know how to <u>compose</u> a 4-bar</p> | <p>Pupils will know the structure and <u>musicianship</u> required to <u>perform</u> the whole piece.</p> <p>Pupils will know how to rehearse and evaluate their performance.</p> | <p>Pupils will know which of the past <u>performance</u> pieces they will be re-visiting for an end of year summer concert.</p> <p>Pupils will know how to play the piece in full along with their chosen summer concert piece.</p> | <p>Pupils know how to put together a programme for a summer concert <u>performance</u>.</p> | <p>The 6-week project will be brought together where all pupils will <u>perform</u> & <u>Sing the piece</u> in a whole school assembly.</p> <p>Pupils will know how to <u>perform</u> together as a group with control, <u>musicianship</u>, and rhythmic accuracy.</p> |

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| | | question-and-answer phrase. | | | | |
| Vocabulary | Syncopation | Question and answer | Improvisation | Rehearse | Programme | Assess |
| Individual Lesson Plan | <ul style="list-style-type: none"> Listen to the new piece Toco Bonito discuss musical style and structure. Listen to a Latin piece e.g. 3 Oye Coma Va by Santana. Teach pupils the lyrics to Toco Bonito and sing along with backing track. Teach pupils how to clap the Toco rhythm along to the backing track. | <ul style="list-style-type: none"> Recall key words from last week. Sing Toco Bonito along with the backing track. Pupils to decide which skill they feel they were best at/ enjoyed the most over the course of year 3: Improvising, Composing or question and answer. Pupils in 3 groups to work on | <ul style="list-style-type: none"> Recall key words from last lesson. Instrument groups to stay together to rehearse the whole piece, incorporating the composition, improvisation, and question/answer phrases in the middle section. Plenary: Perform and video the whole of Toco Bonito. Recall key words from last week. | <ul style="list-style-type: none"> Recall key words from last lesson. Instrument groups to stay together to rehearse Toco Bonito and other performance pieces chosen from Advent and Lent terms for summer concert. Revise and rehearse performance techniques. Plenary: Dress rehearsal for summer concert performance. Peer to peer appraisal. What went well and what could we improve | <ul style="list-style-type: none"> Revise key words from last lesson. Either as a class or in small groups, pupils decide a running order for their concert, exploring how to put together a balanced program. Rehearse the pieces in program order. Plenary: What went well? What improvements could be made? | <p>**Summer concert**</p> <ul style="list-style-type: none"> Recall key performance skill techniques discussed last lesson. Discuss appraisal from plenary last lesson. Rehearse pieces with any changes to be made implemented. Plenary: Perform and video concert |

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| | <ul style="list-style-type: none"> • Separate into instrument groups to learn how to play Toco, by ear, on one note on our instrument. • Plenary: Groups come together to perform the one note rhythm and the lyrics to the backing track. | <p>improvisation, question and answer or composition.</p> <ul style="list-style-type: none"> • Plenary: Groups to come together and perform to each other. Peer to peer appraisal. | | for our performance next week? | | |
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