



South Gosforth First School
Music – Year 3 Long Term Plan



Purpose of Study

Through our teaching at South Gosforth we want to encourage our children to experience and enjoy listening to and creating music. We will create opportunities for the children to sing and play music using a variety of instruments. Each lesson will include opportunities to listen to and appraise music from a wide variety of genres, types and different cultures from around the world. Teachers will explain concepts using clear musical vocabulary which will be built upon throughout the children's musical education.

There will be clear communication of musical ideas using this vocabulary and modelling of these ideas – either by the teacher or use of appropriate resources (audio/video). Some music lessons will include freedom and opportunities for the children to compose music and choose appropriate instruments to capture an effect. Co-operation and turn taking will also be encouraged through group work as well as the opportunity to perform within the class. This will lead into the children giving and receiving feedback on their own and others performance to build up confidence in this subject area. We would also look to bring in notation throughout their time at South Gosforth – beginning with simple graphical representations of music but progressing to more formal notation of rhythm and melody.

Aims

In line with the National Curriculum for Music it is our aim to ensure that all pupils:

- 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.
- 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.



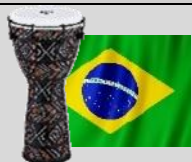
Writing Music Down		
 Character Culture Creativity Challenge	Prior Learning: Children have used the graphic score tool to record their ideas.	
	Key Learning Intentions: Children will learn the beginnings of formal notation, linking sounds to symbols and that music has its own language. Answer the social question “How does music bring us together?”	
	Overview of Musical Knowledge (Substantive Knowledge) - Learn that the staff is the standardised way of writing music down Learn 3 songs..... - <i>Home is where the heart is</i> - <i>Let’s work it out together</i> - <i>Please be kind</i>	Key Vocabulary Stave Lines and spaces Clef Crotchet Minim Quavers Paired quavers Classical
	Overview of Musical Skills (Disciplinary Knowledge) Start to learn basic music theory: Look at the staves and the lines and spaces Understand that the clef indicates pitches to be played Understand the difference between crotchets, minims and paired quavers	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Home is where the heart is (Lesson 1)	Complete the Baseline quiz to gauge musical knowledge. Introduce Country Music as a style popular in American music especially in the south of America. Start to learn to sing the song and play it with instruments.
	Home is where the heart is (Lesson 2)	Reintroduce “classical” music and listen to the Hallelujah Chorus. Continue to develop playing and singing the song specifically looking at the staff and showing the notes associated with the lines and spaces and how they indicate the pitch of the note to be played.
	Let’s Work It Out Together (Lesson 1)	Improvise within the musical skills section. Listen to the song then learn to sing and play the song focussing on accuracy.
	Let’s Work It Out Together (Lesson 2)	Listen to the new piece. Focus on composition creating an 8-bar phrase to be played as a class – extend children by creating a graphic score for a short section.
	Please be kind (Lesson 1)	Return to our social question “Does music bring us together?” think about pop music and have the children compare which artists that they like finding similarities and differences with others in their class. Focus on learning to sing this song well with clear diction and good posture.
	Please be kind (Lesson 2)	Refine the singing of the new song and sing the previous 2 – use music notepad to create a short piece as a class to be played through on glockenspiels.
	Enhancements Use laptops to create individual graphic scores.	



Composing Using Your Imagination		
 Character Culture Creativity Challenge	Prior Learning: Children are aware of the stave as a means of recording music and have also used graphical scores in previous units of learning.	
	Key Learning Intentions: Sing a range of new songs with increasing accuracy Introduce a wider range of keys and pitches – G Major and E major Answer the social question “How does music make the world a better place?”	
	Overview of Musical Knowledge (Substantive Knowledge) Learn 3 new songs - Your imagination - You’re a shining star - Music makes the world go round Introduce the ballad as a musical style and the idea of it being an expression of love Introduce musical theatre as a genre to build the idea of performance.	Key Vocabulary Key G Major E Major Ballad Love song Musical Gospel
	Overview of Musical Skills (Disciplinary Knowledge) - clearly keep a steady beat - play simple rhythms - sing accurately with good support and good posture - connect songs to other songs and styles previously heard	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Your Imagination (Lesson 1)	Introduce the song as pop music linking it to other pop music previously encountered. Learn to sing the song and start to play it on instruments.
	Your Imagination (Lesson 2)	Listen to disco fever and link it to the idea of dance and movement. Continue to refine the song then move to the composition activity – creating a graphical score.
	You’re A Shining Star (Lesson 1)	Introduce the idea of a ballad as a love song – encourage the children to think about why this style has been popular for such a long time. Begin to learn to both sing this song and play instrumentally.
	You’re A Shining Star (Lesson 2)	Introduce Gospel as a style which grew out of church music and listen to Amazing Grace. Practise singing the song then move on to improvise over some sections on a limited range of pitches.
	Music makes the world go round (Lesson 1)	Introduce the idea of musical theatre and that it is a dramatic performance in a theatre that combines singing, spoken dialogue, acting and dance. Learn to sing part of the song then move on to play the song. Option to prepare the glockenspiels by removing un-needed notes to play in E Major.
	Music makes the world go round (Lesson 2)	Perform all 3 songs and refine your performance of one of them for assessment. This could include the opportunity to improvise a short solo or a phrase written as a class.
	Enhancements Use laptops to create individual graphic scores.	



Djembe 3 – Modern Rhythms – Adapting Brazilian Samba



Character

Culture

Creativity

Challenge

Prior Learning: Children have played djembe in year 1 and 2 – learning ton-beh from Burkina Faso and dun dun ta from Senegal

Key Learning Intentions: Children will learn to play a new instrument with musicality and understand the tradition of drumming throughout human history. Social question “Who does music belong to?”

Overview of Musical Knowledge (Substantive Knowledge)

- You can take rhythms from other traditions
- There is a country call Brazil and a style of drumming called Samba which originates from there
- They will learn a new rhythm
- They will learn the idea of a “solo”

Overview of Musical Skills (Disciplinary Knowledge)

- clearly keep a steady beat
- play and clap simple rhythms
- respond to high and low pitches
- keep a steady beat while playing a rhythm
- listen carefully and copy back actions
- learn a musical structure

Key Vocabulary

djembe
Brazil
Samba
Surdos
Repeniques
Caixa
tone (edge)
bass (middle)
master drummer
drum circle
call
response

Milestones of Learning

Suggested Tasks to Elicit and Assess Learning

Recap of year 2 learning

Re-establish seating position and how to hold the djembe. Play through what the children can remember of dun dun ta from last year they could also go back to ton-beh and pa-da beh pa-da bah

Introduce Samba

Play the children some samba – note that there are a different instruments used like the low Surdos and the high Repiniques and Caixa. “Who does this music belong to?” Brazil? – Brazilians? – The composer?
Start to learn “of course we can play”
Make it clear that there are rests in this rhythm and that there are times that they play and times that they must wait.

“Of course we can play”

Starter, recap previous learning, establish the cycle of 3 x Of course can play before “play all of this drum rhythm” variation
Could start to build into a piece playing through the structure either 2 or 4 times

“I bet you we can play”

Explore the idea of call and response first as an echo then a near echo – it should be familiar as a teaching technique
Teach opening call and response – I bet you we can play – response – of course we can x 3

Solo development

Start to look at ideas of how to build a phrase using crotchets quavers and semi-quavers as building blocks. Practise the larger piece and start to add the possibility of some solos for some or all children.

“I am thinking tell me what your thinking”

Teach a 2 part approach with the ensemble playing an accompanying part and space for the children to solo.



	Enhancements Banana bell – Shekere to add texture to the rhythm
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Ukulele - Hawaii		
 Character Culture Creativity Challenge	Prior Learning: Children have learn some tuned and untuned percussion they will now try a stringed instrument	
	Key Learning Intentions: Children will learn to play a new instrument with musicality and understand the traditions surrounding the instrument. Learn that chords are created when you play several notes at the same time. Answer the social question “how does it feel when we play together?”	
	Overview of Musical Knowledge (Substantive Knowledge) - The ukulele is a stringed instrument - The four strings are tuned G, C, E, A - It is from Hawaii - Fingers must pressed down behind the frets for it to be played correctly - learn some chords on a new instrument C Am F G	Key Vocabulary Chord Ukulele Hawaii Tuning Frets
	Overview of Musical Skills (Disciplinary Knowledge) - clearly keep a steady beat - strum simple rhythms - respond to high and low pitches - listen carefully and copy back phrases	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Tuning – the chord of C	Learn the string names and notes. Learn the chord shape of c and learn the traditional way to hold and strum the ukulele – emphasising varying speed, volume and the stumming pattern.
	The chord of Am	Recap the chord of C then learn the chord of Am, again practise different strumming patterns. Volumes and speeds - discuss the key question “How does it feel when we play together?”
	The chords of G and F	Recap the previous chords learned and introduce the chords of G and F practise switching between them – start by strumming on the 1 of each bar then progress to 2 strums to give children time to change between strums.
	The chord of C7	Introduce C7 then teach some simple nursery rhymes accompanied with ukulele Itsy Bitsy Spider, Mary had a little lamb and so on.
	Three little birds (lesson 1)	Introduce the song as reggae practise the chords C, F and G Start to play along with the song. Remind the children that a bar of music is usually counted in 4
	Three little birds (lesson 2)	Recap the previous learning then show how the feel of the song becomes different if the ukulele is strummed on 2 and 4 rather than on the 1 and 3 of the bar
	Enhancements Could add percussion to enhance	