**Spring Term Overview Years 3/4 – Music**

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| **Spring Term Book(s) – How to Train Your Dragon** | | |
| **Topic(s) - Charanga Unit: Dragon song** | | **Guide Time = 3 hours** |
| **Assessment:** | As well as work scrutiny, teachers are to make judgements based upon children’s ability to recall VIPs, and key knowledge. | **Very Important Points (VIPs):**   * Improvisation is making up a tune on the spot. * When someone improvises, they make up a tune that has never been heard before, it is not something that has been written down. * When making music, using one or two notes confidently is better than using five notes. * A note is a symbol denoting a musical sound. * During improvisation, you cannot make a mistake because the notes are your own. * To perform in unison is when 2 or more instruments / voices have the same pitch and tempo.   **Fat Question:** Would musical artists be as successful if they only performed improvised peices? |
| **Links to prior learning (sequencing) and canon book** | Dragon song Children will build on their knowledge of KS1 knowledge of listening with concentration and understanding to a range of high-quality live and recorded music.  They will also build on experimenting with, creating, selecting and combine sounds. Children will build on Autumn skills of focusing on different musical types. |
| **Links to other learning (cross fertilisation)** | PSHE / British Values - Appreciating others and their opinions. Having respect.  Art - Using a variety of mediums to create work.  RE - Music from different faiths and cultures. |
| **Links to future learning** | This learning will aid pupils' understanding of improvisation when creating melodies in LKS2 Summer 1 and UKS2 |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Thematic Questions  The World Beyond Us:  How do you think music will change in the future?  Could music be played in space?  Modern Britain:  How is music today different to music in the past?  Does all music have meaning?  Healthy Bodies & Healthy Minds:  How can music have an impact on mental and physical health?  The World Around Us:  Can music bring people together?  Culture:  How is musical improvisation similar or different in other cultures?  Technology in Action-  How has technology adapted the way artists produce music?  How does technology help us to respond to music? |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/Learning** | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/**  **Vocabulary** | **Greater Depth/SEND** | **Misconceptions** | **Activities and Resources** |
| Week 1  A note is a symbol denoting a musical sound. | L.O. To copy a 3 note sequence. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Develop an understanding of the history of music.  Listen with attention to detail and recall sounds. | improvise, compose, sequence, melody, scale, instruments, pictorial score, tempo, dynamics, texture, structure, compose,  hook, riff, melody, solo. | GD: Use a range of technical language with confidence such as ‘C, D, F’ ‘high’ ‘low’. Children are to read the symbols to copy the sequence and may be able to work with their partner to clap and say the note name at the same time.  SEND  Clap back a simple rhythm as part of a group. | All music is created before it is performed.  All music should be original and should not be copied.  All notes have the same length. | Using the slides children are to identify the styles of music which use improvisation- can they spot where the artists are not following musical notations?  Children are then to follow a 3 note sequence using chime bars. This will form the basis of them practising notes prior to improvising their own piece.  See slides and resources on Trust Shared  Year 3-  Red- clap back simple rhythm as a group.  Blue- Copy a 2-note sequence using language such as frog and tadpole.  Gold- Copy a 2-note sequence using more technical language.  Year 4-  Red- clap back simple rhythm as a group.  Blue- Copy a 3 note sequence using language such as frog and tadpole.  Gold- Copy a 3 note sequence using more technical language.  **Deepening the moment**  Always. Sometimes. Never. A sequence with 1 or 2 notes is better than a sequence with 5. Prove it. |
| Week 2  Improvised pieces are pieces played on the spot.  Children can use specific notes to play whatever tune comes into their heads first. | L.O To respond to a piece of music with an improvised answer. | Listen with attention to detail and recall sounds with increasing aural memory  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | improvise, compose, sequence, melody, scale, instruments, pictorial score, tempo, dynamics, texture, structure, compose,  hook, riff, melody, solo. | GD  Children to use with confidence a range of musical vocab when responding to the songs. Children may be able to sing and play their instruments at the same time. Children to read musical notation  SEND  Work in small supported groups  Children could just have the notes needed in front of them rather than the whole scale so they can focus  Children given sheet music for untuned percussion to keep rhythm and pulse | The silence in music is unimportant  Louder is always better when playing an instrument | Children are to listen to a variety of sequences before listening to the piece of music they will respond to. Children will need to identify the notes used in the sequence and repeat those before considering the notes they can use to repeat. Children will have the independence to work in pairs to use instruments (chime bars) to respond to the piece of music.  See slides and resources on Trust Shared  Year 3  Red- Using the simple notation respond to a 2-note sequence.  Blue- Use the notation help sheet to respond to a piece of music using 2 notes.  Gold- independently choose 2 notes you think will be best suited to respond to the piece of music.  Year 4  Red- Using the simple notation respond to a 3 note sequence.  Blue- Use the notation help sheet to respond to a piece of music using 3 notes.  Gold- independently choose 3 notes you think will be best suited to respond to the piece of music.  **Deepening the moment**  Always. Sometimes. Never. When responding to a piece of music, you must write your response down first. |
| Week 3 | L.O To create a composition. | Listen with attention to detail and recall sounds with increasing aural memory  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | improvise, compose, sequence, melody, scale, instruments, pictorial score, tempo, dynamics, texture, structure, compose,  hook, riff, melody, solo. | GD  Children should be using a range of notation from previous learning when performing alongside the song e.g. crochets/ quavers semibreve / rests using notes c and d  Children will be able to perform as a solo as well as in unison and follow musical notation  SEND – Work in small supported groups  Children to have simple tunes to respond to, 1 or 2 notes. | You have to be able to read music to play an instrument  Only children who play an instrument are talented. | Children will use all of their skills to create a composition in their pairs/small groups. Provide children with visual reminders of notes and explain their composition must feature no more than 3 notes.  See slides and resources on Trust Shared  Year 3  Red- Use word bank to write 2 sentences about their performance.  Blue- Use the table to analyse your performance.  Gold- Independently write a detailed evaluation including what you liked and what you could improve.  Year 4  Red- Use word bank to write 3 sentences about their performance.  Blue- Create a table to analyse your performance.  Gold- Independently write a paragraph analysing your performance. Remember to include technical language.  **Deepening the moment**  You only need to be able to read music if you are a musician. True or false? Explain your answer. |
| Context (big picture learning).  Children will use musical vocabulary which will describe improvisation. They will be able to refer to previous learning when comparing the style of music previously learnt (soul) to this style of music. Children will be able to respond to a 2-note sequence with their own sequence. | | | | | | |

**Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2- The Lion, The Witch and the Wardrobe > Music >Lesson 1,2,3)**

**Key vocabulary**

Pulse – the regular heartbeat of the music; its steady beat.

Rhythm – long and short sounds or patterns that happen over the pulse.

Pitch – high and low sounds.

Tempo – the speed of the music; fast or slow or in-between.

Dynamics – how loud or quiet the music is.

Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.

Texture – layers of sound. Layers of sound working together make music very interesting to listen to.

Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.

Notation – the link between sound and symbol.

Unison – To work together

Riff – A repeated pattern. Usually the base of a composition

Improvisation- Composing and arranging notes without any prior preparation.

**Year 3&4 Music knowledge organiser**

**Fat Questions:**

Would musical artists be as successful if they only performed improvised peices?

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Improvisation in music is a major part of some types of 20th century music including blues, rock, jazz and jazz fusion.

Improvisation sees instrumental performers improvise solos, melodies and accompaniment parts.

Improvisation is one of the basic elements that sets jazz music apart from other types of music. During live performances improvisations are used to engage the listener.

British and American rock acts in the 1960s and 1970s also used improvisations to express themselves through music.

**Intent**

To enable you, as learners to compose a piece of music using a simple score. You will understand what improvisation is and how this is used in music to create musical pieces. You will respond to sequences using your own improvised notation.

**VIPS:**

* Improvisation is making up a tune on the spot.
* When someone improvises, they make up a tune that has never been heard before, it is not something that has been written down.
* When making music, using one or two notes confidently is better than using five notes.
* A note is a symbol denoting a musical sound.
* During improvisation, you cannot make a mistake because the notes are your own.
* To perform in unison is when 2 or more instruments / voices have the same pitch and tempo.



