

Autumn 2 OVERVIEW YEAR 3/4 – Music

Term 1 Book(s) - The Lion The Witch and the Wardrobe

Topic(s) - Charanga Unit: Lean on me		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): <ul style="list-style-type: none"> • Soul music (often referred to simply as soul) is a popular music genre that originated in the African American community throughout the United States in the 1950s and early 1960s. • Improvisation is the making up your own tunes on the spot • A composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friend • Pulse is the regular heartbeat of the music; its steady beat. Rhythm is the long and short sounds or patterns that happen over the pulse. • Pitch is high and low sounds. • Tempo is the speed of the music; fast or slow or in-between. Dynamics is how loud or quiet the music is. • Timbre is when all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. • Texture is the 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 is the link between sound and symbol we see on a staff. • Lyrics are words that make up a song usually consisting of verses and choruses. The writer of lyrics is a lyricist <p>Fat Question: How do the lyrics of a song reflect different societies or experiences?</p>
Links to prior learning (sequencing) and canon book	The Lion, The Witch and the Wardrobe 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. They will build on Autumn 1's skills of focusing on different musical types	
Links to other learning (cross fertilisation)	PSHE / British Values – Appreciating others and their opinions. Having respect. Geography – The origins of different types of music. RE – Music from different faiths and cultures.	
Links to future learning	This learning will support children when they move onto further Music in Year 5 and 6. It will aid their understanding of improvisation when creating melodies further 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? Can music and lyrics help people shape their future? Modern Britain: Is music today a true reflection of a diverse society? Healthy Bodies & Healthy Minds : Does music have a positive or negative effect on people's health? The World Around Us: Can music bring people together? Culture What are the similarities and differences between music from different cultures? Can lyrics be a reflection of a particular culture or area? Technology in Action - How has technology had an impact on music and how it is created?	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 1	L.O To analyse the lyrics of a soul song	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.	<p>GD Children to be able to discuss the significance of the lyrics to Lean on me</p> <p>SEND Have technical vocabulary as prompts when discussing the song.</p>	Music is a practical subject so why do I have to learn about the history.	<p>See slides and resources on Trust Shared</p> <p>Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2- Lion the Witch and the wardrobe > Music > 1</p> <p>Children are introduced to the song 'Lean on Me by Bill Withers' Children respond by answering questions about the piece of music then look closely at the lyrics. Children find out about the history of the soul song.</p> <p><u>Deepening the moment</u></p> <p>How do the lyrics show a sense of community?</p>
Week 2	L.O To play and perform in unison	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.	<p>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</p> <p>SEND</p>	<p>The silence in music is unimportant</p> <p>Louder is always better when playing an instrument</p>	<p>See slides and resources on Trust Shared</p> <p>Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2- Lion the Witch and the wardrobe > Music > 2</p> <p>Children listen again to Lean on me and continue to practise singing in unison alongside the music. Children are introduced to the musical notation and begin to</p>

		accuracy, fluency, control and expression		<p>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</p> <p>Children given sheet music for untuned percussion to keep rhythm and pulse</p>		<p>play along with the song on a tuned percussion instrument</p> <p>Children to practise to perform.</p> <p><u>Deepening the moment</u></p> <p>How are lyrics similar to a story?</p>
Week 3	L.O To play and perform in unison	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo	<p>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</p> <p>SEND – Work in small supported groups Children could just have the notes Children given sheet music for untuned percussion to keep rhythm and pulse</p>	<p>You have to be able to read music to play and instrument</p> <p>Only children who play an instrument are talented.</p>	<p>See slides and resources on Trust Shared</p> <p>Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2- Lion the Witch and the wardrobe > Music > 3</p> <p>Recap previous lessons. Perform the song as a whole together singing. Remind children of how to sit / stand to enable better singing.</p> <p>Children split in half. Half of the class to play along in unison with the song and the other half to sing then switch. Encourage some children to either play or sing solo</p> <p><u>Deepening the moment</u></p> <p>What are the advantages and disadvantages of performing in unison as a large group?</p>



Context (big picture learning).

Children will use musical vocabulary which describe Lean on Me. They will be able to refer to previous learning when comparing the style of music (soul) They will be able to perform alongside a piece of music in unison through singing and on a tuned percussion instrument (glockenspiel)

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

Year 3&4 Music knowledge organiser



Intent

To ensure that you understand in more detail the history and structure of soul music using 'Lean on Me' as the main focus.

You should develop an appreciation of different musical origins as well as develop your own confidence in performance

VIPS:

There are many different styles of music including Improvisation means making up your own tunes on the spot.

Notation is the link between sound and symbol

To appraise means to explain your opinions about something

Not all music needs to be played loud

The silence in music is just as important as the notes played.

Different songs can have different influences

A composition is like writing a story

To perform in unison is when 2 or more instruments / voices have the same pitch and tempo.

Fat Questions:

How do the lyrics of a song reflect different societies or experiences?

Lean on me is soul song written by Bill Withers in 1972

It is a soul song that has been covered and interpreted as a gospel song because of its lyrics

Numerous cover versions have been recorded.

Bill Withers spent his childhood in a coal mining town which was the inspiration for Lean on Me.

He wrote the song after he moved to Los Angeles and missed the strong community he had had in his hometown. He had lived in a decrepit house in a poor part of town.

