



Kindness

Positivity

Respect

MUSIC MEDIUM TERM PLANNING

Year Group: 3	TERM: Autumn 2	Theme: Funny Bones
<p>National Curriculum:</p> <ul style="list-style-type: none"> • play and perform in ensemble contexts, with increasing accuracy • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality recorded music drawn from great composers and musicians 		
<p>Context: (why is this unit being taught? How is it building up pupils' knowledge and understanding over time? Are there meaningful links to other areas of the curriculum?)</p> <p>Children will listen to music with a spooky theme and draw conclusions about how the mood is created. They will listen in detail to the tempo, dynamics, rhythm and instruments used within the music. They will then go on to study different rhythms and how these can create a four beat rhythm pattern. This will then be turned into a class composition and performed. This links to the English planning writing a spooky house story and</p>	<p>Concepts:</p> <p>Listening – Understand the stories behind musical compositions and feedback on their responses.</p> <p>Rhythm- Introduce and understand the differences between minims, crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Vocabulary: Tempo, dynamics, instruments, rhythm, minim, crotchet, quaver, beats, bars</p>

our science theme of funny bones studying skeletons.			
<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p> <p>Y2- Don't know how yet? Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p>Y4 – Sound theme</p> <p>Rhythmic notation, semibreve, minim, crotchet, quaver, semiquaver</p> <p>Percussion with body parts and tuned/ untuned percussion instruments.</p>		
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted):</p> <p>Know how different rhythms of crotchet and quaver are represented using musical notation</p> <p>Know how different rhythms are combined to make a four beat rhythm</p> <p>Know how rhythms can be combined to make a longer composition.</p> <p>To listen with greater awareness of inter related dimensions of music.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
1. To listen with greater awareness to the inter-related dimensions of music.	<p>Children listen to two pieces of music with a spooky theme- Night on a Bare Mountain by Mussorsky and Skeleton Dance by Carl W.Stalling. These are from different periods of music so create a nice comparison. Give children examples of how the composer has created certain effects in the skeleton dance music using instruments e.g. wind, footsteps, ticking clock.</p> <p>Remind children what each instrument sounds like using video clips. Discuss which</p>	<p>What is the tempo of the music?</p> <p>What are the dynamics?</p> <p>What instruments can you hear?</p> <p>What has the composer done to try to create a spooky atmosphere?</p>	<p>Music recordings from Flipchart.</p> <p>Question sheet where children respond.</p>

	<p>instruments have created certain sounds in the music.</p> <p>Children respond to the music answering questions about tempo, dynamics, instruments and effects that the composer has used.</p> <p>Children decide which piece they like the most and why?</p>		
2. How rhythms are represented using different notation	<p>Remind children of the pieces that they listened to the lesson before. Explain that these pieces created a spooky atmosphere through the use of sounds. Today we are going to use words to help us create a spooky feel to our music.</p> <p>Explain that a rhythm is the way that the notes are put together.</p> <p>Show and clap some of the rhythms to the children from the previous lesson.</p> <p>Teach the children some other different rhythm notations for minim through to quaver using spooky words to represent notes and combinations of notes.</p> <p>Use flashcards and play games to get the children used to the different rhythms.</p>	<p>What are the names of the different note values?</p> <p>How many beats does a minim last?</p> <p>How many beats does a crotchet last?</p> <p>How many beats does a quaver last?</p> <p>Can you clap back this rhythm?</p>	Flashcards
3. Build up a composition	<p>Using the rhythms that they learnt the previous lesson children, as a class, create a rhythmic composition.</p>	<p>What are the names of the different note values?</p>	Flashcards Crib sheet of rhythms

	<p>Clap the composition back together then print this as a record in their books.</p> <p>Children then begin to create their own rhythmic composition in groups of 3. 4 bars of 4 beats are printed to make it easy for them record. Can they create their own words to go with a rhythm? Remember one syllable for each beat.</p> <p>A print out of the rhythms they have used will be on their tables to use as a crib sheet.</p> <p>Can they create a 4 bar pattern with 4 beats to a bar.</p>	<p>How many beats does a minim last?</p> <p>How many beats does a crotchet last?</p> <p>How many beats does a quaver last?</p> <p>Can you clap back this rhythm?</p> <p>Can you think of any words to represent your own rhythm?</p>	<p>4 bar composition sheet</p>
<p>4 Perform their rhythm composition</p>	<p>Children look back at their composition from the previous day. Give the children a short time to practise.</p> <p>How can they make sure they keep themselves in time?</p> <p>Do they need a conductor to keep a steady beat going?</p> <p>Perform their compositions to the rest of the class and record on ipads.</p>	<p>Can you keep a steady beat?</p> <p>What is the role of a conductor?</p>	<p>Ipads</p>