

A Night on Bare Mountain



Key Vocabulary

Word	Definition
Improvise	To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
Compose	Creating and developing musical ideas and 'fixing' them
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.
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.
Melody	Another name for tune.

In this unit we will learn how to read some musical notes and play these on the glockenspiel. We will use these skills as we explore the composition 'A Night on Bare Mountain' by Modest Mussorgsky. We will combine our musical skills with dance to write and perform our own witches spell.

Key learning:

- Play the notes C,D,E and F on the glockenspiel and with increasing control.
- Play the glockenspiel and percussion instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.
- Listen with extended concentration and begin to express their opinion on a range of live and recorded music.
- Explain our ideas and feelings about music using movement, dance and expressive language.
- Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet).
- Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc.



Year 3
Music
Spring

Let Your Spirit Fly



Key Vocabulary

Word	Definition
Introduction	Music heard at the beginning of a song or a piece of music.
Verse	A section in a song that has the same tune but different words.
Chorus	A repeated section in a song which gives the main message.
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.
Hook	A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.
Structure	Every piece of music has a structure e.g. an introduction, verse and chorus ending.
Melody	Another name for tune.

In this unit we will explore the evolution of music of black origin. We will start by listening to the traditional slave song 'Amazing Grace' and how this became hymns which we know today. We will explore Gospel music and its' key features; such as 'call and response' and catchy rhythms.

We will these sing songs such as

- * Amazing Grace
- * Oh Happy Day!
- * Ain't No Mountain High Enough
- * Joyful, Joyful

We will also explore 'Hip Hop' music and listen to different songs using this to inspire our own raps about friendship and togetherness. This unit will culminate in us using digital technology to create our own original piece of music drawing inspiration from Gospel and Hip Hop.

Key learning:

- Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.
- Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).
- Explore music from a culture different to their own.
- Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.



Three Little Birds



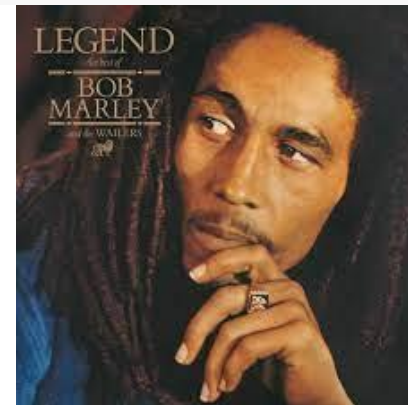
Key Vocabulary

Word	Definition
Rhythm	Long or short sounds or patterns that happen over the pulse, the steady beat.
Pulse	The regular heart beat of the music, its steady beat.
Pitch	High and low sounds.
Tempo	The speed of the music, fast or slow or in between.
Dynamics	Indicates how loudly or quietly the music is being played.
Timbre	A musical dimension that describes the quality and character of the sound of the instruments being used.
Texture	A musical dimension that describes the layers of sound in music.
Melody	Another name for a tune.
Reggae	Developed in the 1970's and originated from Jamaica, reggae is a style of music defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.
Riff	A short repeated phrase often played on a lead instrument such as a guitar or a piano.

In this unit we will explore key 'style indicators' of Reggae music as exemplified by the songs of Bob Marley. We will focus our learning on 'Three Little Birds' and will learn to sing the song and explore the message of it's lyrics. We will also study Bob Marley and his musical legacy. We will explore other songs with a reggae beat including:

- Jamming – Bob Marley
- Small People – Ziggy Marley
- 54-46 was my number – Toots and the Maytals
- Ram Goat Liver – Pluto Shervington
- Our Day Will Come – Amy Winehouse

We will use a range of untuned instruments to explore the pulse and rhythm in reggae songs and to compose our own accompaniment to the melody of 'Three Little Birds'.



Key learning:

- Sing songs (also imitating melody patterns as an echo) presenting performances with an awareness of the audience.
- Play untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.
- Listen with extended concentration and begin to express their opinion on a range of live and recorded music.
- Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).
- Explore music from a culture different to their own.