

Year 3 Term 6: Music using the Glockenspiel



Curriculum Key Question: How can I express myself?

Topic: How do I move and how do plants grow?

Key Vocabulary (including definition)

Pulse/beat: The heartbeat or steady beat of a song/piece of music.

Rhythm: A musical dimension that describes the combination of long and short sounds to make patterns.

Pitch: A musical dimension that describes the range of high and low sounds.

Improvise: To make up a tune and play it on the spot. There is an assumption that it can never be recreated.

Composing: Creating and developing musical ideas and 'fixing' them.

Dynamics: A musical dimension indicating how loudly or quietly the music is being played.

Melody: Another name for tune.

Tempo: A musical dimension that describes how fast or slowly the music is played.

Texture: A musical dimension that describes the layers of sound in music.

1 – Musical Activities using glocks

Learn to play and read the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-initely
- Roundabout
- March of the Golden Guards
- Portsmouth

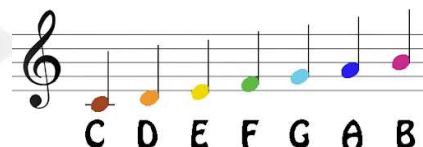
Improvise with Dee Cee's Blues using the notes C + D.

Compose using the notes C, D, E + F.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions



What should I already know?

To think about the message of songs.

When you talk try to use musical words.

To listen to the group when singing.

To demonstrate a good singing posture.

To know some musical notes and notation from recorder playing and how pitch can be changed in instruments by varying notes.

Skills I will develop:

To identify and move to the pulse with ease.

Talk about the music and how it makes you feel, using musical language to describe the music.

To sing in unison and to sing backing vocals.

To listen to each other and be aware of how you fit into the group.

To sing with awareness of being 'in tune'.

To play a musical instrument with the correct technique within the context of the Unit song.

To rehearse and perform their part within the context of the Unit song.

To improvise using instruments in the context of a song to be performed.

To create simple melodies using up to four different notes and simple rhythms that work musically with the style of the Unit song.

To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"