

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

<p>Subject: Music - SPRING Year: 3</p> <p>Unit Title: Pentatonic melodies and composition</p>
<p>NC/PoS: Singing, Listening, Composing and Performing</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
<p>Expected Prior Learning (what pupils already know and can do)</p> <ul style="list-style-type: none"> • Move and sing as a team, following the lyrics on the screen. • Recognise minims, crotchets and quavers often by ear and reliably by sight. • Perform rhythms accurately from notation and layer them to create a composition. • Add appropriate sound effects to their performances using untuned percussion. • Join in with the performances confidently, and reasonably in time and tune. • Make suggestions for improving their performance.
<p>End Points (what pupils MUST know and remember)</p> <p>SINGING/ LISTENING / COMPOSING / PERFORMING – Know That and Know How</p> <ul style="list-style-type: none"> • Move and sing as a team, following the lyrics on the screen. • Recognise minims, crotchets and quavers often by ear and reliably by sight. • Perform rhythms accurately from notation and layer them to create a composition. • Add appropriate sound effects to their performances using untuned percussion. • Join in with the performances confidently, and reasonably in time and tune. • Make suggestions for improving their performance.
<p>Key Vocabulary</p> <p>crescendo, duration, dynamics, tempo, timbre</p>
<p>Lesson 1: Dragon dance</p> <p>To learn about the music used to celebrate the Chinese New Year festival. Vocabulary: crescendo, duration, dynamics, tempo, timbre</p>
<p>Lesson 2: Pentatonic scale</p> <p>To play a pentatonic melody on a tuned percussion instrument. Vocabulary: The vocabulary for this lesson has already been introduced in Lesson 1.</p>
<p>Lesson 3: Enter the dragon</p> <p>To perform a group composition. Vocabulary: The vocabulary for this lesson has already been introduced in Lesson 1.</p>
<p>Lesson 4: Enter the dragon</p> <p>To perform a group composition. Vocabulary: The vocabulary for this lesson has already been introduced in Lesson 1.</p>
<p>Lesson 5: Final performance</p> <p>To perform a piece of music as a group. Vocabulary: The vocabulary for this lesson has already been introduced in Lesson 1.</p>
<p>Future learning this content supports:</p> <p>This content will support future learning and development of complex rhythmic compositions to include syncopation, multi-part arrangements, multi-section pieces, clearer intent on technique and therefore higher skill levels in performance. Pitched note</p>

reading and performance, sight singing, full piece multi-part arrangement - both vocally and instrumentally.
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