

Year 3, Unit 4 Overview

More Musical Styles

This unit of work is clearly sequenced with supporting **Lesson Plans**. For every year group, a **Key Learning** document represents the expected standard of musical learning that will build through each unit across the year. For a more in-depth explanation of the resources and documentation, please see the **Model Music Curriculum Scheme Guide** on the Scheme homepage.

Each unit has a **Musical Spotlight** and a **Social Question** (explained below) and sets out sequences of learning around songs in key musical areas. Over time, all of this contributes towards the steadily increasing development of musical learning. The music, **Musical Spotlights** and **Social Themes** all grow together to support the development of a whole, happy and musical child.

What is a Musical Spotlight?

Each unit of work has a **Musical Spotlight**. Just like the **Social Questions**, the **Musical Spotlights** deepen as the children move through the Scheme. They offer an opportunity for a musical focus in each unit and a way to deepen the children's musical knowledge and understanding. Each **Musical Spotlight** highlights a musical activity and/or musical element to be discussed, learnt about and integrated into each lesson of the unit. This can be done through the unit songs. Use the **Musical Spotlights** flexibly within each lesson. Tell your audience about them when introducing your performance.

Extension Activities for Composition Years 3-6 and the Song Writing in Years 5 and 6 documents support the teaching and learning of the Musical Spotlights.

Unit Musical Spotlight: More Musical Styles

Explain the following to the children:

Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called '**forte**' and quiet sounds are called '**piano**'.

What is a Social Question?

Each unit is centred around a **Social Question**, where children are encouraged to think deeply about the world, their communities and their relationships with others.

Unit Social Question: How Does Music Help Us Get to Know Our Community?

In this unit, we ask, '**How Does Music Help Us Get to Know Our Community?**'. The **Social Question** evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. Please refer to this question as you move through each lesson within the unit. The songs in each unit have been carefully chosen to support the **Social Question**. Include the social element of the unit in your end-of-unit/year performances.

Examples of cross-curricular related topics:

- Personal Identity
- Communities
- Culture
- Traditions: festivals, holidays, celebrations
- Self-expression
- Individuality

Unit Activities and Supporting Documentation

Each unit is made up of the following activities:

Baseline Quiz (Unit 1 in each year only)

Activity 1: Musicianship Options:

1a. Understanding Music

1b. Improvise Together

Activity 2: Listen and Respond**Activity 3:** Learn to Sing the Song**Activity 4:** Play your Instruments with the Song**Activity 5:** Composing and Improvising

(KS2 composition options include; Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad and Quickbeats)

Activity 6: Perform the Song

End of Unit/Year Quiz

Flexibility in the Unit Structure

The supporting documentation for this unit can be used flexibly. In order to support your approach to teaching and learning as well as the needs of your students, we have created a **Flexible Lesson Plan** and a **Flexible Unit Summary** grid which can be found on the unit homepage. These are editable and can be used at any stage throughout the year.

A Summary of Activities in this Unit

| Step | Activity 1: Musicianship Options | Activity 2: Listen and Respond | Activity 3: Singing | Activity 4: Playing | Activity 5: Improvising and Composing | Activity 6: Performing |
|------|--|--|---|--|--|---|
| 1 | Option 1 Understanding Music Option 2 Improvise Together | Friendship Song by Joanna Mangona and Pete Readman | Friendship Song by Joanna Mangona and Pete Readman | Play instrumental parts | N/A | Perform and share what has taken place in the lesson |
| 2 | Option 1 Understanding Music Option 2 Improvise Together | A Night On The Bare Mountain by Modest Mussorgsky | Friendship Song by Joanna Mangona and Pete Readman | N/A | Improvise with the Song | Perform and share what has taken place in the lesson |
| 3 | Option 1 Understanding Music Option 2 Improvise Together | Family by Joanna Mangona and Pete Readman | Family by Joanna Mangona and Pete Readman | N/A | Option 1 Create a Graphic Score: Family and Friends Option 2 Compose with a Theme: Family and Friends | Perform and share what has taken place in the lesson |
| 4 | Option 1 Understanding Music Option 2 Improvise Together | Double Beat Song by Jen and Jermaine White Bull | Option 1 Family by Joanna Mangona and Pete Readman Option 2 Friendship Song by Joanna Mangona and Pete Readman | N/A | Improvise with the Song | Perform and share what has taken place in the lesson |
| 5 | Option 1 Understanding Music Option 2 Improvise Together | Come On Over by Joanna Mangona and Rick Coates | Come On Over by Joanna Mangona and Rick Coates | N/A | N/A | Perform and share what has taken place in the lesson |
| 6 | Option 1 Understanding Music Option 2 Improvise Together | A Night on the Bare Mountain by Modest Mussorgsky | Revisit a song of your choice from this unit | Play instrumental parts with your chosen song, if available | Option to revisit Improvise and Compose activities | Perform and share what has taken place in the lesson and prepare for a concert |