

Sing Up Music

Unit Overview

Year 3 Term 3



| Term | No. of lessons | Title | Musical focus | Musical learning | Song Bank | Watch and listen |
|----------|----------------|--------------------|--|---|--|--|
| Summer 1 | 3 | Just 3 notes | <ul style="list-style-type: none"> Pitch (C-D-E) Rhythm patterns Structure Minimalism Dot notation | <ul style="list-style-type: none"> Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'. Recognise and copy rhythms and pitches C-D-E. | | <ul style="list-style-type: none"> <i>Musical ricercata</i> by György Ligeti <i>In C</i> by Terry Riley <i>Drummers part IV</i> by Steve Reich |
| | 3 | Samba with Sérgio | <ul style="list-style-type: none"> Call-and-response Samba batucada Beat Rhythm Music and community Rhythm notation | <ul style="list-style-type: none"> Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Perform vocal percussion as part of a group. Move in time with the beat of music. Talk about what has been learnt about Brazil and Carnival i.e. Samba batucada instruments and playing in call-and-response, samba schools, in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival. | <ul style="list-style-type: none"> <i>Rubber chicken</i> | <ul style="list-style-type: none"> <i>Rubber chicken</i> <i>Fanfarra (Cabua-le-le)</i> by Sérgio Mendes <i>Magalenha</i> by Sergio Mendes <i>Estação Primeira de Mangueira</i> – Samba school. <i>Fanfare for the common man</i> by Aaron Copland, performed by the São Paulo Symphony Orchestra. |
| Summer 2 | 6 | Fly with the stars | <ul style="list-style-type: none"> Rhythm Crotchet, quavers, semi-quavers Pitch (C-D-E/ do-re-mi) Dot notation Progression snapshot 3 | <ul style="list-style-type: none"> Improvise ('doodle') on-the-spot phrases using A minor and C major triads. Compose rising and falling question-and-answer phrases using mi-re-do (m-r-d). Sing the syncopated melody confidently and with a sense of style. Listen and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d. Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations. | <ul style="list-style-type: none"> <i>Fly with the stars</i> <i>Rain is falling down</i> | <ul style="list-style-type: none"> Feeling the shape of a melody using a body ladder (m-r-d) Inner-hearing using a body ladder (m-r-d) Pitch copy back game m-r-d |