

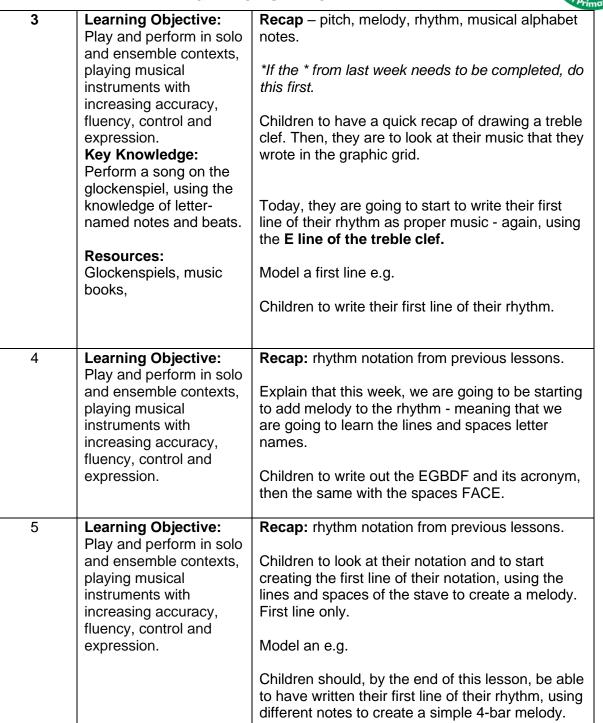
Subject: Music Year Group: Yea	Area of learning: Notation & Composition IChildren can clap and play crotchets, quavers, minims and semibreves and their related rests accurately and can understand the Italian names of the notes and their values Y3: Children can compose and perform a 4-bar melody using a single-line stave or graphic notation grid.		
Links to previous work/Remember when	 Musical Knowledge Improvise and compose music for a range of purposes using the interrelated dimensions of music use and understand staff and other musical notations. Revise and experiment with, create, select and combine sounds using the interrelated dimensions of music. Singing: Use their voices expressively and creatively by singing songs. 		
Term	 Key Skills to be taught Revisiting how to correctly play a glockenspiel How to draw a treble clef on a stave Revisiting how to draw letter notation Use a time signature correctly to write a basic 4-bar rhythm and use that rhythm to create a melody How beats/pulse is broken down into groups (bars) 		
Summer 1 2024 What the children should know at the end of this series of lessons	 Play a musical instrument (glockenspiel), using pulse and rhythm Children can name musical symbols and words and start to associate meanings to them To understand what pulse and metre mean and to maintain a pulse and identifying strong beats play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations Taken from the NC for Music KS2. 		

Vocabulary

Sing, beat, pulse, pitch, graphic notation, symbols, strong beats, instruments, non-pitched, note, dynamics, piano, forte, loud, soft, glockenspiel.



	Plan 2023 - 2024					
Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline				
1	Learning Objective: To be able to write a basic rhythm. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Key Knowledge: To be able to play a musical instrument, using understanding of the stave, notes and dynamics needed for each piece. Vocab: Melody, rhythm, treble clef, stave Resources: music books	Recap: Revisit a graphic notation grid (4x4). Play a body percussion e.g. https://www.youtube.com/watch?v=VldOnhk-jwo The Greatest Showman Children to draw a 4x4 graph box in their music books - making sure a 4 is at the beginning to show the time sig. STARTED Introduce the rhythms of • semibreve - 4 (hold 4) • minim - 2 (hold 2) • dotted minim - 3 (cheese) • crochet - 1 (pear) • quavers - ½ (orange) • triplet - 3 notes in one count (chocolate) • crochet rest - shh Model a line and then ask the children to create their own three lines, making sure that they have 4 counts in each bar.				
2 GLOCKS NEEDED	Learning Objective: To improvise and compose music for a range of purposes using the interrelated dimensions of music. Key Knowledge: Music is written using pitch to allow rise and fall of sound that creates a melody. Vocab: Melody, rhythm, treble clef, stave Resources: Glockenspiels, music books	 Recap – notation from last lesson. Explain that this week, we are going to be writing the graphic notation as musical notes, but first, they need to learn how to draw a treble clef. Practise treble clef in their books. Show the children the different types of notes that they used as graphic notation. Ask the children to draw the notes on the staves in their music books. Use E line. Then, if there's time, children to use the glockenspiels to beat out their own rhythms that they wrote last week. * *This can be carried over to the next lesson. 				



Learning Outcome/product

Children should have an understanding of pitch, rhythm and melody, and how to show this through playing a line of their written melody, using the correct rhythm timing on their glockenspiels.



Assessment records	List only those children who have not achieved the expected outcomes.	