








Springdale First School




Imagine, Believe, Achieve

Year 3 – Combining rhythm and pitch (vocal)
How can we use our voices in different ways?

|  Children's prior learning in this area |  Cultural Capital Opportunities |  Key vocabulary and glossary |
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| <ul style="list-style-type: none"> - The children can follow a simple rhythmic score. - The children know that rhythm is a combination of long and short notes .and that these can be written down for others to know how to play. - The children know that music is written on a stave. - The children know that crotchet and crotchet rests show when a beat is playing or not played. - The children know that a crotchet represents 1 beat and that a rest shows when not to play. - The children know how to play simple rhythmic scores including crotchets and quavers. - The children know that allegro means fast and adagio means slow. - The children know that a composer creates new music. | <p>Ukulele performance to parents</p> <p>Listen to different ukulele ensemble performances. The Ukelele orchestra of Great Britain</p>  <p>Bing Videos - Heroes</p> <p>Bing Videos – Sweet dreams</p> | <p>Dynamics - Describing how loud or quiet a piece of music is.</p> <p>Ensemble – A group of musicians who come together to create harmonious sounds. It could be vocal or instrumental.</p> <p>Harmony – When more than one note is played or sung at the same time.</p> <p>Legato – Playing or singing notes in a smooth manner without any gaps.</p> <p>Melody – A meoldy is made up of a mixture of high and low pitch sounds played one after the other.</p> <p>Pitch - the pitch of a sound is how high or low the sound is. A high sound has a high pitch and a low sound has a low pitch.</p> <p>Pulse - Pulse/ beat of the music is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</p> <p>Rhythm - When a noise repeats many times in a regular way, we say that it makes a rhythm. A drum is an instrument that people often use to make rhythm in music.</p> <p>Staccato – Playing or singing notes that are short and sharp, leaving a tiny little silence between each note.</p> <p>Structure – The arrangement and order of the parts or sections of the music.</p> <p>Tempo – The speed of the music</p> <p>Texture - to create music we combine, mix and layer sounds. <i>Texture</i> is the word we use to describe the way we do this.</p> <p>Unison – Two or more musical parts that sound either the same pitch or pitches separated by intervals of one or more octaves.</p> <p>Vocalist – The member of the band who sing the main solo vocal portions of a song.</p> |

| Enquiry Question: How do singers sing in tune? | Enquiry Question: How does texture affect the feel of a piece of music? | Enquiry Question: How are songs structured? |
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| Concept: Pitch | Concept: Texture | Concept: Structure |
|  <p>Students will learn how to place the voice on the correct pitch.</p> <p><i>Key learning - Begin to notice and explore the way sounds can be combined and used expressively – pulse, rhythm, pitch, tempo, dynamics.</i></p> <p>Listen to - Louis Armstrong – What a wonderful world. Louis Armstrong - What A Wonderful World (Official Video) - YouTube</p> <p>Beat/pulse – does the music have a steady beat? Steady pulse controlled by the drums.</p> <p>Dynamics – were there any big changes in the volume of the music? Was the music mostly forte (loud) or piano (quiet)? – Quiet, very softly played guitar and strings in the harmony. It gradually gets louder in the harmony every time he is about to start a new verse.</p> <p>Texture – is the texture of the music thin or thick at the start? How about as the music progresses? It starts thin with just a voice, strings, guitar and drums but becomes thicker as brass are added in and a flute.</p> <p>This song is by a famous American singer and trumpeter called Louis Armstrong. He was one of the world’s greatest jazz musicians. He influenced how jazz sounded for many years to come.</p> <p>Teach: <i>Key learning - Sing with control, beginning to place the voice on the correct pitch (not sliding between the pitches).</i></p> <p>Explain that when playing an instrument, we either hit or move the instrument to achieve different pitches. Show a glockenspiel as an example. When singing, we have to place these pitches ourselves – this is called pitching. Louis Armstrong places each note at the pitch it is needed. Singing at a high pitch means using our voices differently. We keep our chin low and imagine the sound is high up in our heads. It isn’t screaming, it is a sound coming from the top of your head. Singing low is like imagining the sound is coming from further down, by your throat. Sing some high and low pitches for the children to match their pitch to. Hear small groups at a time singing the same pitch to check they are pitching it correctly.</p> <p>Louis Armstrong sometimes <i>slides</i> between notes and this is part of this style called Jazz/Gospel – sliding between notes to create a relaxed texture. Singers have to ‘pitch’ their voices accurately so that they sing ‘in tune’ (at the correct pitch).</p> <p>Watch - Tuning - Tuning - BBC Bitesize</p> <p>Explain that today we are going to sing some songs that are going to help us pitch our voices.</p> <p>Charanga Warm-up Activities/Home</p> |  <p>Students will learn that pulse, rhythm, pitch, tempo and dynamics can be combined to create different moods and textures in music.</p> <p><i>Key learning - Begin to notice and explore the way sounds can be combined and used expressively – pulse, rhythm, pitch, tempo, dynamics.</i></p> <p>Listen to Louis Armstrong – What a wonderful world. Louis Armstrong - What A Wonderful World (Official Video) - YouTube</p> <p>Now listen to ‘My baby just cares for me’ by Nina Simone. How does this piece of music sound different to Louis Armstrong’s song? Describe the pulse, texture and dynamics. https://youtu.be/7z5a7UUBuWA</p> <p>This song is by a famous American singer called Nina Simone. She sang songs from many genres including jazz, blues, soul, R+b (Rhythm and blues), folk and gospel. She could sing and play the piano at the same time. This piece of music was written in 1967, 3 years after ‘I feel good’ by James Brown (Autumn 1).</p> <p>This is the same genre as Louis Armstrong but she has created a completely different feel to the song by how she uses her voice. The texture of this music feels different. Texture is the overall effect of how melody, harmony and rhythm are combined in a piece of music. In the first song, she is singing smoothly. The texture gives a smooth feel. In the second song, her voice is quite detached as are the instruments in the harmony (the background music). We will learn in year 4 that smooth is called legato and detached is called staccato.</p> <p>Teach: <i>Key learning - Unison - no individual voice can be heard above the others. They are in unison.</i></p> <p>We are going to start to learn a song today that is going to need us to sing smoothly (legato).</p> <p>See charanga – let your spirit fly. Explain that all songs have a chorus. In a song, the chorus is always repeated with the same melody and lyrics. We are going to learn the chorus today. We are going to pitch the notes correctly and sing with a smooth texture to our voices. We are going to sing in</p> |  <p>Students will learn that structure in music means the order the different parts are played in. A chorus is a repeated melody with repeated words. A verse is a repeated melody with different words.</p> <p><i>Key learning - Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration):</i></p> <p>Listen to Louis Armstrong ‘What a wonderful world’ . Louis Armstrong - What A Wonderful World (Official Video) - YouTube</p> <p>Now show the notation cards (see powerpoint). Which notation card is playing the following clips? This task is designed to tune in their listening skills and links to pitch (high and low) and understanding of the stave – the notes higher up on the stave are high, the notes lower down are low). This is their first time doing this task so modelling will be needed.</p> <p>Teach: <i>Key learning: Structure: the order the different parts of the song are played in. Chorus – In a song, the chorus is always repeated with the same melody and lyrics. Verse – In a song, the verse has the same melody but the lyrics change from verse to verse.</i></p> <p>Explain that all songs have a chorus. This forms part of the song’s structure. The structure is the order the different parts of the song are played in. Sing the chorus learnt in the last lesson, remembering to sing smoothly (legato), in unison and with correct pitching. Explain that in a song, the chorus is always repeated with the same melody and lyrics. All songs also have verses. In a song, the verse has the same melody but the lyrics change from verse to verse. Now learn the melody of the verse. Sing it to la without the words and sing the song through, singing la to the verse and then the actual words for the chorus to prove that the melody stays the same in the verse but the words change.</p> |

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| <p>12. An introduction to target practice 13. Target practice exercises</p> | <p>unison. This means no individual voice can be heard above the others.</p> | |
| <p>Enquiry Question: Why does some music get louder?</p> | | |
| <p>Concept: Dynamics</p> | | |
| <p> <i>Students will learn that crescendo means getting louder and decrescendo means getting quieter.</i></p> <p>Focus now on dynamics. Watch dynamics video on charanga. In music, we use italian words to describe musical terms. In music, the word forte means loud. Piano (pronounced pe-ar-no) means soft/quiet. What does forte singing sound like? Is it shouting? Model the difference between loud (forte) singing and shouting. Shouting comes from just the throat but loud singing comes from the whole body, like a sound travelling up from your tummy out. Explain that we don't shout when singing.</p> <p>Discuss how we know when to sing with different dynamics– the conductor! A conductor leads an ensemble/choir and shows them how to perform. Sing 'Let your spirit fly' now but explain they are going to sing but follow your actions each time. Big wide open arms and open body for loud, tucked down, hands right by chest for soft.</p> | | |