

Teacher Assessment – Let Your Spirit Fly – Year 3, Unit 1

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: Let Your Spirit Fly (RnB)

The children can

- **Identify the piece's structure:** Introduction, verse, chorus.
- **Identify the instruments/voices:** Male/female voices, bass, drums, guitar, keyboard, synthesizer.
- **Find the pulse while listening.** Some will identify funky rhythms, tempo changes, dynamics.

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up Games copy back, play, invent rhythmic and melodic patterns.

Bronze Challenge: Rhythm patterns.

Silver Challenge: C, sometimes with D and reading notes.

Gold Challenge: C + D and reading notes.

Singing in 2 parts.

Play instrumental parts accurately and in time, as part of the performance.

The easy part: F, G + C by ear.

The medium part: E, F, G, A, B + C by ear and from notation.

Improvise in the lessons and as part of the performance.

Bronze Challenge: C.

Silver Challenge: C and sometimes D.

Gold Challenge: C + D.

Compose a simple melody using simple rhythms and use it as part of the performance.

Using the notes: C, D + E.

Using the notes: C, D, E, F + G.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?

Teacher's Notes



Theme: RnB and other musical styles.

Instruments needed: Glocks and/or recorders, or any instrument the children are learning to play.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.

Most children should know the difference between pulse and rhythm.

Others will know how pulse, rhythm and pitch work together to create a song.

Teacher Assessment – Glockenspiel Stage 1 – Year 3, Unit 2

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Musical Activities using glocks

The children:

Learn to play and read the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-initely
- Roundabout
- March of the Golden Guards
- Portsmouth

Improvise with Dee Cee's Blues using the notes C + D.

Compose using the notes C, D, E + F.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. Did they enjoy it?

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

Teacher's Notes



Theme: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.

Most children should know the difference between pulse and rhythm.

Others will know how pulse, rhythm and pitch work together to create a song.

Teacher Assessment – Three Little Birds – Year 3, Unit 3

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: Three Little Birds (Reggae)

The children can

- **Identify the piece's structure:** Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.
- **Identify the instruments/voices:** Bass, drums, electric guitar, keyboard, organ, male, backing vocals.
- **Find the pulse and identify funky rhythms, tempo changes and dynamics.**

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up Games copy back, play, invent rhythmic and melodic patterns.

Bronze Challenge: rhythm patterns.

Silver Challenge: C, sometimes with D and reading notes.

Gold Challenge: C + D and reading notes.

Singing in unison.

Play instrumental parts accurately and in time, as part of the performance.

The easy part: G + A.

The medium part: C + A.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?

Teacher's Notes



Themes: Reggae, happiness and animals.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.

Most children should know the difference between pulse and rhythm.

Some children will know how pulse, rhythm and pitch work together to create a song.

Teacher Assessment – The Dragon Song – Year 3, Unit 4

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen and Appraise: The Dragon Song (Pop)

The children can

- **Identify the themes:** Kindness, respect, friendship, acceptance and happiness.
- **Identify the instruments/voices:** Keyboard, drums, bass, a female singer.
- **Explain how the words of the song tell a story? Does the music create a story in your imagination? What story?**

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up Games copy back, play, invent rhythmic and melodic patterns.

Bronze Challenge: rhythm patterns.

Silver Challenge: G, sometimes A and reading notes.

Gold Challenge: G + A and reading notes.

Singing in 2 parts.

Play instrumental parts accurately and in time, as part of the performance.

The easy part: G by ear.

The medium part: G, A + B by ear and from notation.

Improvise in the lessons and as part of the performance.

Bronze Challenge: G, A + B.

Silver Challenge: G, A or B.

Gold Challenge: G, A + B.

Compose a simple melody using simple rhythms and use as part of the performance.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?

Teacher's Notes



Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.

Most children should know the difference between pulse and rhythm. **Others will know how pulse, rhythm and pitch work together to create a song.**

Teacher Assessment – Bringing Us Together – Year 3, Unit 5

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen and Appraise: Bringing Us Together (Disco)

The children can

- Find the pulse while listening. **Some will identify funky rhythms, tempo changes, dynamics.**
- Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.
- Explain how the words of the song tell a story? **Does the music create a story in your imagination? What story?**

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up Games copy back, play, invent rhythmic and melodic patterns.

Bronze Challenge: Rhythm patterns.

Silver Challenge: C and sometimes A and reading notes.

Gold Challenge: C + A and reading notes.

Singing in 2 parts.

Play instrumental parts accurately and in time, as part of the performance.

The easy part: C.

The medium part: G, A + C.

Improvise in the lessons and as part of the performance.

Bronze Challenge: C.

Silver Challenge: C and sometimes A.

Gold Challenge: C + A.

Compose a simple melody using simple rhythms, and use as part of the performance

Using the notes: C, A + G.

Using the notes: C, D, E, G + A (pentatonic scale).

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it. Did they enjoy it?

Teacher's Notes



Theme: This is a Disco song about friendship, peace, hope and unity.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.

Most children should know the difference between pulse and rhythm.

Others will know how pulse, rhythm and pitch work together to create a song.