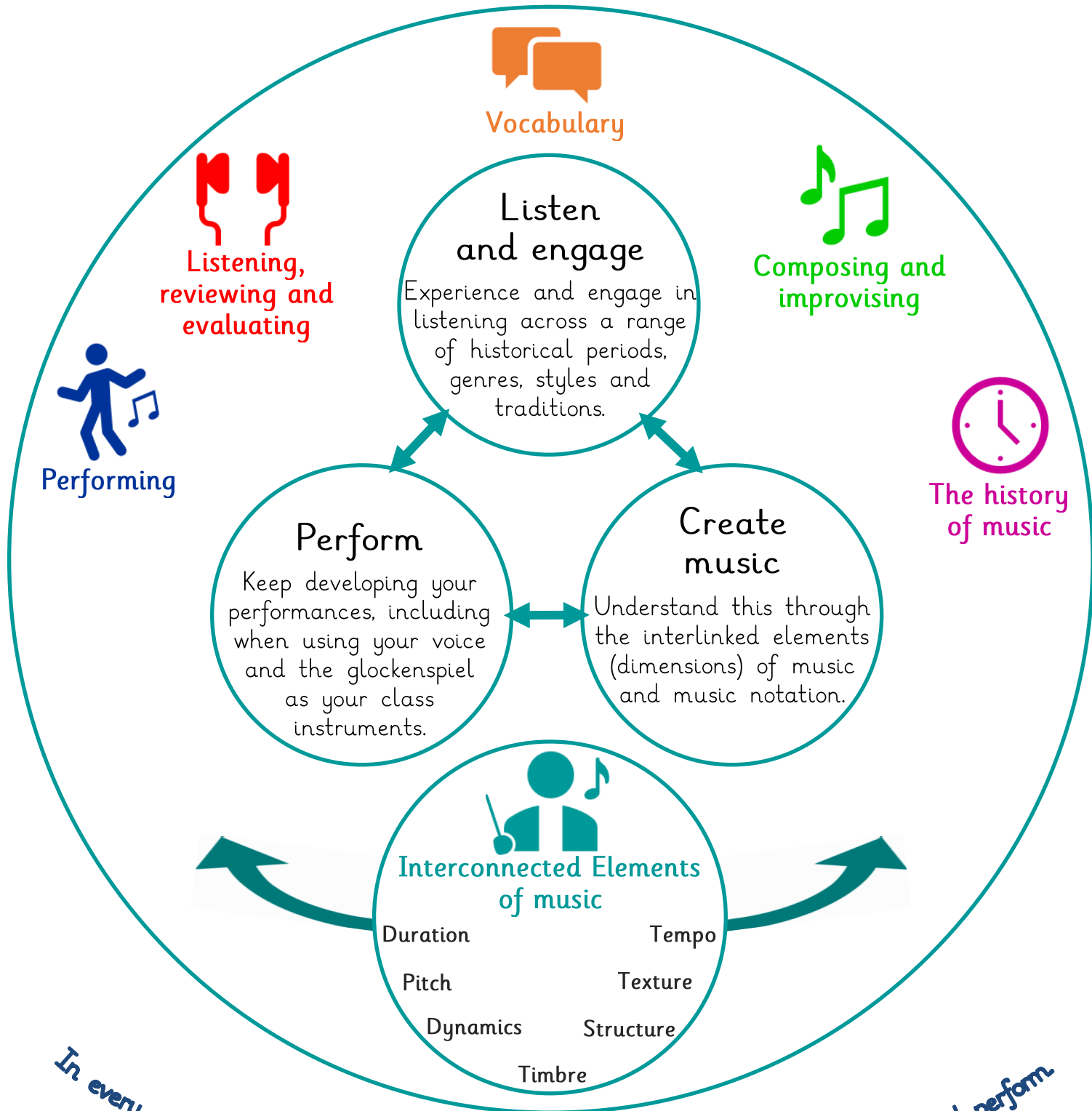




Berkswich CE Music Curriculum

Year Three, Autumn One

Instrumental Unit One



In every unit in music, we listen and respond to music, and we create and perform. We understand and explore how the interconnected elements help us to enjoy, review, compose and evaluate music.

Understanding and using the interconnected elements of music.

Throughout our music units and lessons we will be learning about, and using, **the interconnected elements (dimensions) of music**. These will be visited again and again to help us to understand how music is created and how it can communicate ideas and feeling effectively.



The Interconnected Elements (Dimensions) of Music

Duration

- ➔ The length of the beats making up the music.
- ➔ In a melody, notes are played for different lengths of time (durations).

Pitch

- ➔ The pitch of a sound is how high or low the sound is.
- ➔ This is to do with how tight or loose the sound waves are.

Dynamics

- ➔ This is to do with the volume of the music and it can affect the way the listener feels. For example, it could be loud (forte), medium quiet (mezzo piano) or soft (piano).
- ➔ It can go from quiet to loud (crescendo) or loud to quiet (diminuendo).

Timbre

- ➔ This is the quality of sound of an instrument. For example, a flute can be light, smooth and airy. A saxophone can be smooth, rich and full. Instruments in the same family can have different timbres.
- ➔ Timbres can affect the mood of the music.

Structure

- ➔ This is about how the music is organised into different sections.
- ➔ Structure is the order in which different sections of a piece of music are played; this can be represented by letters (e.g. ABAB or ABABC).

Texture

- ➔ This is about how many layers of sound the music has.
- ➔ Texture can be thick or thin, busy or sparse, and so on.
- ➔ Texture depends on how many instruments there are, the timbre of the instruments playing and how many different parts there are at the same time.

Tempo

- ➔ This is how fast the music is. Is it fast (allegro)? Is it slow (adagio)? Is it walking pace (andante)? Music can speed up (accel.) or slow down (rall. or rit.).
- ➔ In an orchestra, the conductor is responsible for keeping the musicians in tempo.

The interconnected elements (dimensions) of music are important parts of performing, listening, composing and learning about the history of music.

Performing



We will develop our performance skills and help others to become more confident and accurate through careful guidance. We will keep improving our voice as an instrument and learn to play the glockenspiel. We will perform in front of a variety of audiences inside and outside of school.

Listening, reviewing and analysing



We will listen to our music and the music made by others. We use the elements of music to understand music more and to use our listening skills to make improvements to our own compositions and performances.

Vocabulary



In every unit, we will increase our knowledge and use of music vocabulary to communicate our ideas and responses to the music that we listen to and play.

Composing



We use the interconnected elements of music to help us to understand music and compose our own. We will learn ways of writing musical ideas down and learn how to follow musical notation.

The history of music



We will listen to, and think carefully about, music across a range of historical periods, styles and traditions - there will be so much to enjoy. Listening will help us in our compositions and evaluations.

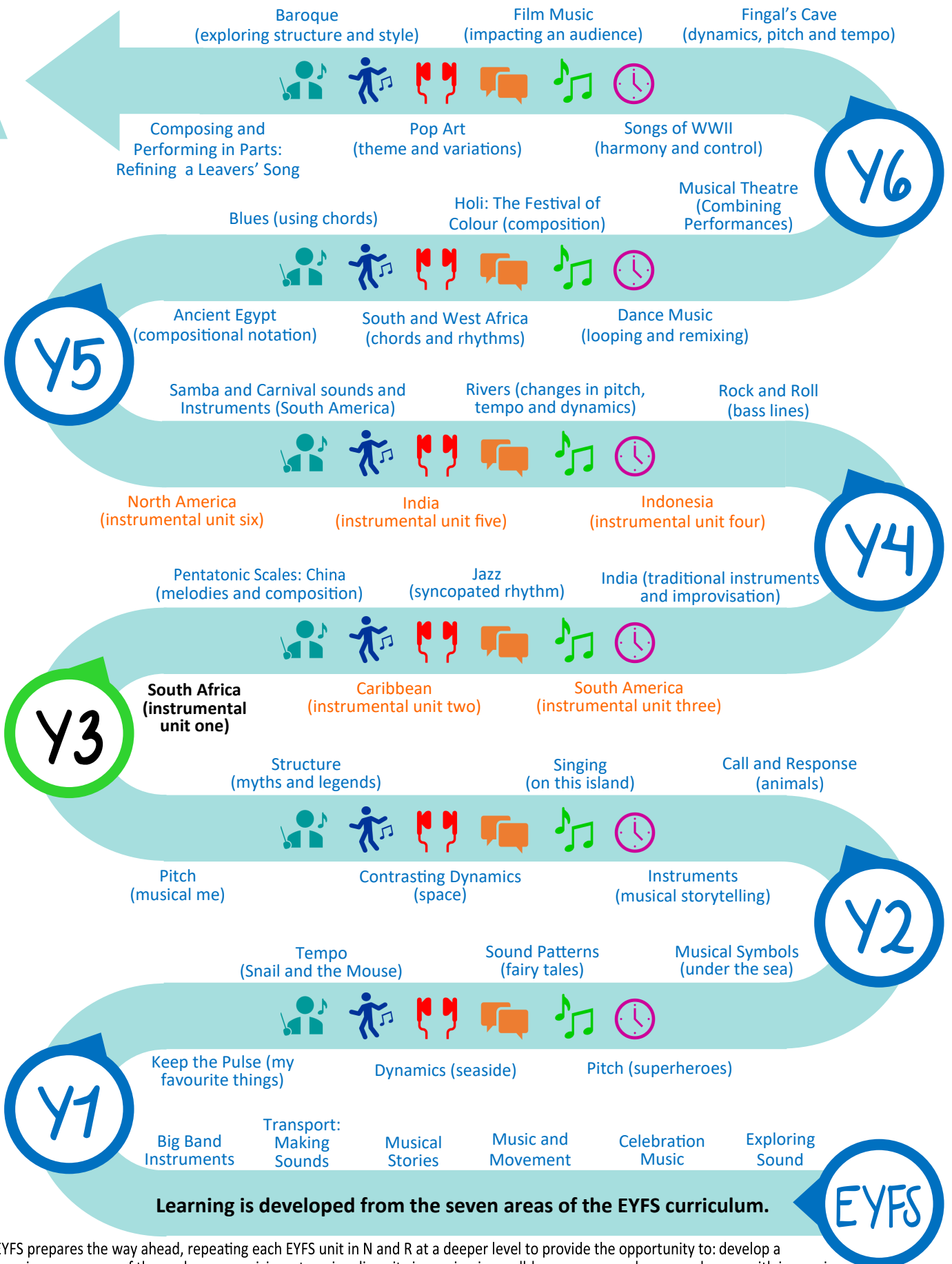


My Berkswich CE Music Journey

-  Performing
-  Listening
-  Vocabulary
-  Composing and Improvising

-  History of music
-  Interconnected elements of music help us with all of the key ideas (duration, pitch, dynamics, timbre, structure, texture and tempo)

Listen and engage, perform and create music.



EYFS prepares the way ahead, repeating each EYFS unit in N and R at a deeper level to provide the opportunity to: develop a growing awareness of themselves as musicians, to enjoy diversity in music, sing well-known nursery rhymes and songs with increasing accuracy, perform with others and enjoying moving in time. Children develop a wide musical vocabulary and an enjoyment of making their own music. EYFS learning opportunities provides a structure in which to develop learning into Key Stage One and beyond.

In this unit, I will:

- gain a knowledge of music from South Africa.
- identify the basic features of staff notation.
- recognise and play minims by ear and from staff notation, moving up and down by step.
- recognise and play semibreves by ear and from staff notation.
- compose rhythmic patterns for a gumboot dance.
- handle the beater with increasing skill whilst playing the glockenspiel.

Glossary

Bar line	divides the music into units of time
dynamics	the volume of the music
gumboot dancing	a traditional dance from South Africa in which people make rhythms with their feet in wellies.
harmony	two or more notes that sound good when played at the same time.
improvise	playing music that has not been planned—making it up as you go.
metallophone	percussion instruments consisting of metal bars that make tones when struck
ostinato	a repeating pattern in music
playing 'by ear'	playing music by listening and copying rather than using written notes
rest	 a silence
staff notation	Music written down on lines called 'staff' is the most common way to write music so that other people can play it.

Time signature

This shows the number of beats in the bar (in this case, four).



Some South African music styles:

Afropop, like the music of Miriam Makeba

South African jazz, like the music of Hugh Masekela

Gumboot dance, like the music we will learn to play in this unit

Zulu folk music, like the music of Ladysmith Black Mambazo



Tuned Percussion instruments

Tuned percussion instruments are instruments that play pitched notes when you hit them.



Musical notes:

Treble clef	Semibreve	Crotchet	Minim
			
Indicates pitch.	A note lasting four beats.	A note lasting one beat.	A note lasting two beats.