

Sing Up Music Year 3

Sing 2

Pieces: *Chilled-out clap rap*

About the unit: This unit is built around a laid-back rap with accompanying clapping patterns and plenty of dynamic contrast. It offers opportunities for physical and practical creative activities that enable pupils to develop understanding of pulse and rhythm.

Musical learning: Focusing on aspects of singing, playing, improvising, composing, and listening

- **Listen** and respond with crotchet and quaver pulse actions and adapt these actions to the changing speed of music.
- **Sing** and rap accurately and rhythmically with marked dynamic contrasts.
- **Compose** and create clapped rhythmic patterns using crotchets, paired quavers, and crotchet rests.
- **Play** and transfer patterns to tuned instruments and play as part of a group, adopting different roles within a layered piece.

National Curriculum for Music KS2 coverage:

| | |
|---|-------------------------------------|
| Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | <input checked="" type="checkbox"/> |
| Improvise and compose music for a range of purposes using the inter-related dimensions of music. | <input checked="" type="checkbox"/> |
| Listen with attention to detail and recall sounds with increasing aural memory. | <input checked="" type="checkbox"/> |
| Use and understand staff and other musical notations. | <input checked="" type="checkbox"/> |

Model Music Curriculum YEAR 3 coverage:

| | |
|---|-------------------------------------|
| Perform <i>forte</i> and <i>piano</i> , loud and soft. | <input checked="" type="checkbox"/> |
| Perform actions confidently and in time to a range of action songs. | <input checked="" type="checkbox"/> |
| Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. | <input checked="" type="checkbox"/> |
| Listen to recorded performances. | <input checked="" type="checkbox"/> |
| Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi). | <input checked="" type="checkbox"/> |
| Compose song accompaniments on untuned percussion using known rhythms and note values. | <input checked="" type="checkbox"/> |
| Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. | <input checked="" type="checkbox"/> |
| Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. | <input checked="" type="checkbox"/> |
| Introduce and understand the differences between crotchets and paired quavers. | <input checked="" type="checkbox"/> |
| Apply word chants to rhythms, understanding how to link each syllable to one musical note. | <input checked="" type="checkbox"/> |