



## Year 3 Singing

### What I should already know.

- I can sing simple songs, chants and rhymes.
- I can listen with concentration.
- I know that *Duration* is about keeping a steady beat.
- I know *Tempo* is the speed of the music, (how fast or slow).
- I know that *dynamics* is about volume change and control.

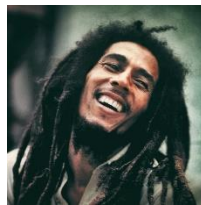
### What will I know by the end of the unit?

#### Vocabulary

**Repetition** – sounds and sequences that repeat.  
**Rhythm** – repeated pattern of music.  
**Melody** – a single series of musical notes that create a tune.  
**Playground Games** – games that played outdoors, usually with a group.  
**Singing** - the activity of performing songs or tunes by making musical sounds with the voice and using the musical elements for effect.  
**Notation** - a series or system of written symbols used to represent music. I can start to draw patterns to represent notation.

#### Famous Singers

**Bob Marley** (1945 - 1981)



A Jamaican singer-songwriter helped to pioneer the early ska, rock steady, and reggae musical forms, which blossomed in the 1970s into an electrifying rock-influenced hybrid that made him an international superstar.

## Skills

### Singig , Performing and Rehearsing

- Sing in tune.
- Beginning to understand the importance of pronouncing the words in a song well.
- Start to show control in voice.
- Perform with confidence.
- React to rehearsal feedback by responding appropriately and making changes.
- Develop instrumental skills and techniques and maintain a steady beat.

### Notation

- Begin to introduce basic stave notation.
- Link notation to the elements of pitch and duration.

### Describing and Discussing

- Start to share opinions about what is heard, commenting on likes and dislikes.
- Discuss where a composer sits in the history of music.
- Begin to express and justify ideas and opinions about music heard and performed by using relevant musical vocabulary.

### Listening and Responding

- Respond to and identify music heard with an awareness of the music's context, purpose and composer's intent.

## Key Knowledge

**Melody** – a single series of notes that create a tune.

**Singing** – to listen & sing with awareness of voice while making musical sounds.

**Rehearsal** – improve singing & playing through feedback & practise.

## Songs

3 Little Birds  
No woman No Cry  
Jamming

## Playground Games

One Potato, Two Potato  
Ip dip  
A Sailor Went to Sea.  
Have You Ever.  
High, Low, Dolly, Pepper.  
Salt, Pepper, Vinegar, Mustard.  
Over the Garden Wall.  
Pass the Ball.  
Pass the Pebble on.

## Resources

- Bean bags 
- Skipping ropes 
- Glockenspiels (percussion instrument) 

## Notation

Crotchet



(1 beat)

beaming quaver



(2 half beats)

## Elements

**Duration** – keep a steady beat (count in 2, 3, 4).

**Tempo** – the speed of the music (fast or slow).

**Dynamics** – the volume of the music (loud or quiet).

**Structure** – the use of repetition.