

Example Unit Overview

Sing Up Music – Year 3: *I've been to Harlem*

Pieces: *I've been to Harlem* (Traditional), *Tongo* (Traditional)

About the unit: A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore ways to use the pentatonic scale, sing as a round, and compose ostinato accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.

Musical focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.

Musical learning:

- Compose a pentatonic ostinato.
- Sing a call-and-response song in groups, holding long notes confidently.
- Play melodic and rhythmic accompaniments to a song.
- Listen and identify where notes in the melody of the song go down and up.

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"/>
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<input checked="" type="checkbox"/>

Model Music Curriculum YEAR 3 coverage:

Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. 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"/>
Listen to recorded performances.	<input checked="" type="checkbox"/>
Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short 'on-the-spot' responses using a limited note-range.	<input checked="" type="checkbox"/>
Compose song accompaniments on untuned percussion using known rhythms and note values.	<input checked="" type="checkbox"/>
Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class, or in small groups.	<input checked="" type="checkbox"/>
Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; <i>allegro</i> and <i>adagio</i> , fast and slow. Extend to question-and-answer phrases.	<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"/>