

Sing Up Music – Year 3: Just three notes

Pieces: *Musica ricercata* (György Ligeti), *Drumming part IV* (Steve Reich)

About the unit: With just three pitches (C-D-E) and four rhythmic durations, the combinations are almost endless! This unit shows how to make simple yet effective music using just a handful of elements, how to read and understand notation to capture compositions, and how to structure ideas. The resulting music will sound a little like a 20th-century American musical movement called minimalism.

Musical focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.

Musical learning:

- Invent simple patterns using rhythms and notes C-D-E.
- Compose music, structuring short ideas into a bigger piece.
- Notate, read, follow, and create a 'score'.
- Recognise and copy rhythms and pitches C-D-E.

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"/>
Develop an understanding of the history of music.	<input checked="" type="checkbox"/>

Model Music Curriculum YEAR 3 coverage:

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	<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"/>
Develop facility in playing tuned percussion or a melodic instrument such as a violin or recorder.	<input checked="" type="checkbox"/>

<p>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.</p>	<input checked="" type="checkbox"/>
<p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p>	<input checked="" type="checkbox"/>
<p>Introduce the stave, lines, and spaces, and clef. Use dot notation to show higher or lower pitch.</p>	<input checked="" type="checkbox"/>
<p>Introduce and understand the differences between crotchets and paired quavers.</p>	<input checked="" type="checkbox"/>
<p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<input checked="" type="checkbox"/>