



St James' Church of England Primary School

Music Overview Sheet



Year 3 – Traditional instruments and improvisation (Theme: India)



Unit Outcomes: Pupils who are **secure** will be able to:

- Verbalise feelings about music and identify likes and dislikes.
- Read musical notation and play the correct notes of the rag.
- Improvise along to a drone and tal.
- Play a rag and a tal accurately alongside a drone.
- Sing accurately from musical notation and lyrics.
- Sing and play in time with others with some degree of accuracy and awareness of each other's parts.

Key Skills:

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

Overview:

Lesson 1: **Introducing traditional Indian music and instruments** To explain an opinion of Indian music
 Lesson 2: **Indian music: Playing a rag** To be able to improvise using given notes
 Lesson 3: **Indian music: Adding a drone** To be able to improvise using given notes
 Lesson 4: **Indian music: Introducing the tal** To create a piece of music using a drone, rag and tal
 Lesson 5: **Indian music: Performing Anile vaa** To perform a piece of music using musical notation

Cross-Curricular Ideas

Key Vocabulary

Bollywood, drone, dynamics, notation, rag, sitar, table, tanpura, tala, tempo

Impact/Assessment

Most Children will: • Verbalising how they feel about the music and being able to identify what it is they like or dislike. • Reading musical notation and playing the correct notes of the rag – usually in an up and down pattern. • Using the correct notes of the rag, playing alongside a drone. • Being able to use the correct notes of the rag, playing alongside a tal or being able to play the tal in time with a drone being played. • Singing and playing in time with each other with some degree of accuracy and awareness of each other's parts, reading musical notation.

More Able Children will: • Using the vocabulary 'dynamics', 'layers' or 'timbre' of the music to support their opinion. • Showing more originality with their improvised pieces; for example, using the notes more than once and out of order. • Showing more originality with their experimenting of the rag and playing in time with the drone. • Having some thought in their performance; for example, listening to the other person playing and trying to play with them rather than alongside them. Will have a clear start and stop. • Performing with confidence and accuracy, leading the group to make sure everyone plays in time.