



St James' Church of England Primary School

Music Overview Sheet



Year 3 – Developing singing technique - The Vikings



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

- Move and sing as a team, following the lyrics on the screen.
- Recognise minims, crotchets and quavers often by ear and reliably by sight.
- Perform rhythms accurately from notation and layer them to create a composition.
- Add appropriate sound effects to their performances using untuned percussion.
- Join in with the performances confidently, and reasonably in time and tune.
- Make suggestions for improving their performance.

Key Skills:

- 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.
- Beginning to show an awareness of metre.
- 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.
- Combining melodies and rhythms to compose a multi-layered composition in a given style.
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

Overview:

Lesson 1: **Here come the Vikings!** To sing in time with others
 Lesson 2: **Sing like a Viking** To sing in time with others
 Lesson 3: **Viking notation** To recognise simple rhythmic notation by ear and by sight
 Lesson 4: **Viking battle song** To use simple rhythmic notation to compose a Viking battle song
 Lesson 5: **Perform like a Viking** To perform music with confidence and discipline

Cross-Curricular Ideas

Key Vocabulary

Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined

Impact/Assessment

Most Children will: • Moving and singing as a team, following the tune and lyrics on the screen and making suggestions for improving their performance. • The ability to suggest improvements to work. Reasonable ability to sing and move in time and in tune. • The ability to recognise minims, crotchets and quavers often by ear and reliably by sight. • The ability to perform rhythms accurately from notation and layer them to create a composition, adding appropriate sound effects with untuned percussion. • The ability to join in with the performances confidently, and reasonably in time and tune.

More Able Children will: • Using musical vocabulary to describe both the music of the song and the features of the performance that need improving. • The ability to suggest improvements to work using musical vocabulary. Consistent ability to sing and move in time and in tune. • The ability to recognise minims, crotchets and quavers reliably by ear and by sight. The ability to notice the different types of rhythms within the song (dotted quavers). • The ability to perform more complex rhythms accurately from notation, as well as creating their own rhythms and layering them to create a composition, adding a wide range of appropriate sound effects with untuned percussion and/or their own instruments. • The ability to join in with the performances confidently with a high level of accuracy in terms of timing and tuning.