



## Music Year 3 Unit 3 – Three Little Birds

Key Knowledge	Key Skills	Key Vocabulary ( with definitions)	Key Questions
<p><b>Theme:</b> Reggae, happiness and animals.</p> <p><b>Facts/info:</b> Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.</p> <p><b>Listen to 5 other songs:</b></p> <ul style="list-style-type: none"><li>• Jamming by Bob Marley</li><li>• Small People by Ziggy Marley</li><li>• 54-56 Was My Number by Toots and The Maytals</li><li>• Ram Goat Liver by Pluto Shervington</li><li>• Our Day Will Come by Amy Winehouse</li></ul>	<p>Identify the structure of the song: <b>introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.</b></p> <p>Identify the instruments/voices they can hear: <b>bass, drums, electric guitar, keyboard, organ, male and backing vocals.</b></p> <p>Find the pulse as you are listening: <b>dance, clap, sway, march, be an animal or a pop star.</b></p> <p>Play and copy back using up to 2 notes – C + D.</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or notation, using up to 3 notes – C, D + E.</p> <p>Improvise using up to 3 notes – C, D + E.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p>	<p><b>Introduction</b> – Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.</p> <p><b>Verse</b> – A section in a song which has the same tune but different words.</p> <p><b>Chorus</b> – A repeated section in a song which gives the main message.</p> <p><b>Pulse</b> – The heartbeat or steady beat of a song/piece of music.</p> <p><b>Rhythm</b> – The combination of long and short sounds to make patterns.</p> <p><b>Pitch</b> – The range of high and low sounds.</p> <p><b>Tempo</b> – An Italian word used to describe how fast/slow the music goes.</p> <p><b>Dynamics</b> – How loud or quiet the music is.</p> <p><b>Structure</b> – How the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p><b>Texture</b> – Layers of sound in music.</p> <p><b>Improvise</b> – To make up a tune and play it on the spot; there is an assumption that it can never be recreated.</p> <p><b>Compose</b> – Creating and developing musical ideas and 'fixing' these.</p> <p><b>Hook</b> – A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.</p> <p><b>Riff</b> – A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.</p> <p><b>Melody</b> - Another name for a tune.</p> <p><b>Reggae</b> – a genre of music.</p>	<p><b>What are the 'style indicators' of Reggae music?</b> How do you know this is Reggae music?</p> <p><b>Reflection</b> What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?</p>



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		<b>Need to know instruments –</b> Bass Drums Electric guitar Keyboard Organ Backing vocals	
<b>Outcome.</b>			
<p>Children will be able to perform the whole song accurately and in time. In addition to this, the children need to be able to play their instruments with the song. The singing and playing will be combined. Children to start off doing this in partners and then join another group to perform together. Performances to be recorded for peer and self-evaluation.</p>			