



Subject: Music	Year group: 3 Term: Spring 1	Title: Performing (King George's Hall)
What should I already know? • That the beat/ pulse is the heartbeat of a piece of music and is kept by percussion. • That pitch means how high and low the sound is. • That a performance is sharing music with other people, called an audience. • That dynamics are how loud or quiet music is. • That tempo is how fast and slow the music is. • How to recognise call and response songs and choruses and verses.	Facts I will learn: • It is very important to warm up our voices as it stretches our vocal chords and uses muscles. It is also important to have good posture as when you slouch or stand/sit in a bad position, your rib cage won't be able to expand fully and your diaphragm won't be able to lower fully. This means your lungs won't have enough room to expand to get the air you need. • That songs have lyrics which tell us what the song is about and these are mixed with musical dimensions to create a structure. They tell a story. • That music is different depending on where it comes from in the world. • To know that the tempo is the speed a song is played and this affects the pulse. • That songs can be sung using different pitches and two pitches might be put together in songs to create harmonies.	Key questions: • What do we do before we sing? • What is the purpose of a song? • Are songs the same from different cultures? • Can you identify songs of differing pulses and keep to the tempo of the music using body percussion? • Can you copy and sing back different pitched notes? • How do you keep in time to the music making sure your tempo is correct? • What do the terms forte and piano mean? 

	• That it is important to follow the conductor of a choir as he shows you when to start singing your part. • To know that forte means loud and piano means soft.															
Key Skills: • To discuss how a song makes you feel and the message it is trying to relay. • To show an awareness of being in tune. • Sing as part of a group following the lead of a conductor listening to each other. • To have an awareness of pulse internally when singing • To sing in unison and / or parts.	Experiences that school will provide: • Opportunity to see a performance with as live orchestra in the form of pantomime. • Performing in a show at King George’s Hall as part of a large scale project across Lancashire and beyond (March).	<table><tr><th>Key vocab</th><th>Definition</th></tr><tr><td>structure</td><td>How the sections of a song are ordered to make a whole piece</td></tr><tr><td>lyrics</td><td>The words of a song</td></tr><tr><td>harmony</td><td>Different notes sung or played at the same time.</td></tr><tr><td>posture</td><td>The position in which someone hold their body</td></tr><tr><td>unison</td><td>Everyone playing or singing at the same time</td></tr><tr><td>solo</td><td>An Italian word for performing on our own</td></tr></table>	Key vocab	Definition	structure	How the sections of a song are ordered to make a whole piece	lyrics	The words of a song	harmony	Different notes sung or played at the same time.	posture	The position in which someone hold their body	unison	Everyone playing or singing at the same time	solo	An Italian word for performing on our own
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Web links: https://www.youtube.com/watch?v=wFCcbFtd6Zo https://www.bbc.co.uk/sounds/play/live:bbc_radio_two	Experiences that could be provided at home: • Listen to a different radio station for a day. Can you hear different pitches and instruments that are forte and piano? • Perform a song together. Perhaps you could sing it in 2 parts if you are musical. • See if you can find some songs with a slow tempo and compare them with songs with a fast tempo. Do any artists create songs that are only one tempo?															