

General music Yr 3 term 1

Teacher Slides/lesson plans



Newham
Music

Learning Checklist- Yr 3 term 1

Singing/Musicianship

- Soh Mi La pitches using hand signs
- Graphic notation
- 2 line staves
- Call and response
- Round in two parts

Listening

- Listen to/discuss variety of performances
- Movement to the music
- Appraise the music using key words

Composing

- Question and answer compositions
- Ta Te Te Too-oo
- 1 beat rests
- Rhythm pieces with two parts
- Notate 4 bar rhythms

Performance

- Pulse activities/games
- follow rhythmic scores 2 bars
- perform as a whole class and in smaller groups



Lesson 1-

Warm up

Move in 4s to the music (tutti fruity music)

Encourage chn to count outloud

Chn count 4 in their heads

Chn switch between 2 actions every 4 beats *extension every 2 beats/8beats/ etc

Activity 1

Chn keep a four beat pattern to a drum beat counting outloud

Add a simple phrase onto beat 3&4 example “hey you” “your cool”

Move round the circle each student claps the pattern on their own trying to stay in time

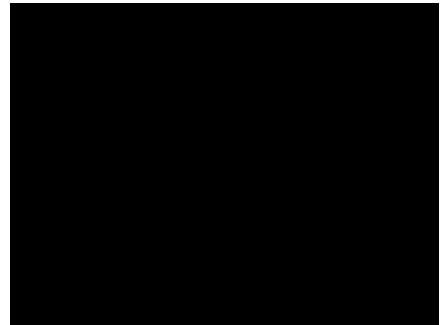
Activity 2::

Tutti Fruity Teach the **Wop-bob-a-do-bop-a-wop-bam-boom** using call and response to the backing track bit by bit

Get students to add on the wop-bam-boom at the right time, go round the circle and have one go each focus on encouraging each student to be in time and use a nice clear voice

Activity 2:

Teaching the chorus adding some ations



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Lesson 2

Warm up

Using the Tutti Frutti music backing track recap the first line building up and using different rhythms, tones and dynamics.

Do some vocal buzzing/ sirens using hands to show change in pitch get chn to respond by copying and showing hand movements. Explain Key word Pitch and what it means

Activity 1

In a circle sing and sign some Soh-Mi patterns

Extension from previous week use the circle activity you're cool from we1 but this time sing on soh/mi using solfege hand movements (see next slide)

Activity 2

Whose Pigs are these (Slide 6)

- Learn
- Clap on certain words
- Miss out certain words
- Only sing on certain words
- Exploring different dynamics

Lesson 2 continued...

Activity 3

Recap the Tutti Fruity song

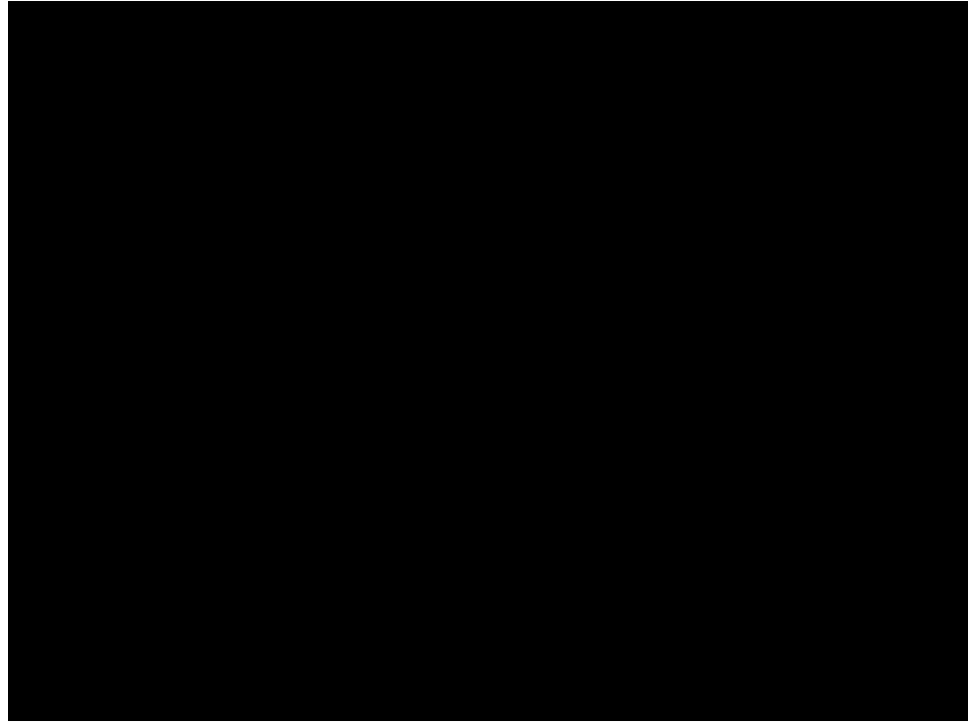
Teach the verse

Add in different students names to the verse

Conclusion

Finish with a mini performance Listen to the original Tutti Fruity and ask children to describe the music/instruments

Whos pigs are these? video example



Tutti Fruity Lyrics

Wop-bob-a-do-bop-a-wop-bam-boom

Tutti furry oh rudy

Tutti fruity oh rudy

Tutti fruity oh rudy

Tutti fruity oh rudy

Wop-bob-a-do-bop-a-wop-bam-boom

Got a friend named

They know just what to do

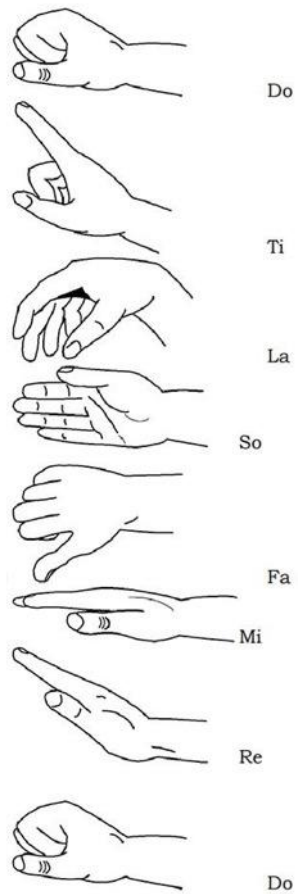
Got a friend named

They know just what to do

They rock to the east they rock to the

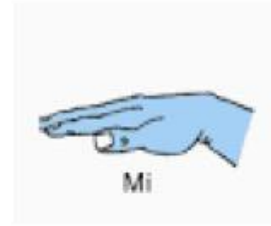
west their the friend that I like the best







You're



Cool

Lesson 3-

Warm up

Chn copy actions to the music of Purple People Eater so they can start to feel the tempo changing on each

Ask them to describe what happened to the music

Explain the concept of tempo

Activity 1

In a circle recap the exercise from we 1 this time use a beat that changes tempo insert video



Tempo change beat

Activity 2

Use call and response to teach the chorus /verses of the song using chants and call and response add some actions to the chorus

Sing with the backing track



Purple People Eater Track



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Lesson 3- continued...

Talk about some singing technique needed for the song how we need to use our mouth and facial muscles more as the music gets faster.

Activity 4 (extension)

Take the two spoken lines of the song and explore using different tones of voice/volume to show the two characters get stns to practice acting those lines and choose some to perform them solo

'Please Mr people eater don't eat me'

'I wouldn't eat you cause your so tough'

Conclusion: Remember to recap the meaning of the word tempo, rhythm, play chn some musical examples and ask them to describe the tempo.

Purple People Eater

Well I saw the thing comin' out of the sky
It had the one long horn, and one big eye
I commenced to shakin' and I said "Ooh-eee"
It looks like a purple people eater to me

It was a one-eyed, one-horned, flyin' purple people eater
(One-eyed, one-horned, flyin' purple people eater)
A one-eyed, one-horned, flyin' purple people eater
Sure looks strange to me (one eye?)

Well he came down to earth and he hid in the tree
I said Mr. Purple People Eater, don't eat me
I heard him say in a voice so gruff
"I wouldn't eat you 'cause you're so tough"

It was a one-eyed, one-horned, flyin' purple people eater
One-eyed, one-horned flyin' purple people eater
One-eyed, one-horned, flyin' purple people eater
Sure looks strange to me

(chorus repeats until end getting faster each time)

Lesson 4

Warm up

Who's pigs are these as seen in previous lesson sung in 4 different ways (slide 15)

-Allegro

-Accelerando

-Adagio

-Rallentando

Ask stns to choose from one of the 4 words and perform the song for for them in that style after discuss what each word could mean and get stns to join in

Activity 1

Recap the chorus of the song from lesson 3 and learn the Verses

Sing with backing track

Activity 2

Ask students to come up with their own lyrics to the chorus changing all the lyrics highlighted in yellow

Do 1 example as a class talk about different length of words which ones fit better?

Activity 3

Ask chn to come up with their own lyrics in pairs

Conclusion

Share ideas

Allegro Accelerando

Adagio Rallentando

**It was a one eyed
one horned
flying purple people eater
It was a one eyed
one horned
flying purple people eater
It was a one eyed
one horned
flying purple people eater**

Sure looks strange to me

It was a...

number

body part

Number

body part

Describing word

colour

Eater

what it eats

Sure looks strange to me

Sing 3 times!



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It was a...

10

number

armed

body part

2

Number

Headed

body part

Giant

Describing word

blue

colour

teacher

Eater

what it eats

Sure looks strange to me

Sing 3 times!



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Lesson 5 (uses some basic percussion instruments)

Warm up

Play some simple call and response rhythms on a percussion to a beat Introducing the Ta,sh,tete counting



Activity 1

Show notation for the different note values (Slide20)

Using a beat as a background get the students to continuously play the note your pointing at on the board give students a chance to lead this continue until students feel secure with each note

Activity 2

Using their percussion instruments get each student to compose a response to a musical question and answer. Round the circle ask each student to compose a 1 bar rhythm response to “Hello how are you?” I feel ...Happy (Insert video)

Activity 3

As a class learn and play rhythmic conversation (Slide 21) first use Te-te and Ta line at a time

Add in words once students are secure

Split class into two groups

Extension ask some student to play a part solo while you play the other part





He - llo how are you



I

feel

...



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Ta Ta Te-Te ①



Te-te Te-Te Ta Ta ③



Ta Ta Sh sh Ta Ta Te-Te ⑤



Ta Te-Te Ta ②



Te-Te Te-Te Ta Ta ④



Te-Te sh sh sh sh Te-Te ⑥



Hi! Hey! Howdy!



①

Hi! Howdy! Hey!



②

Can you play this rhythm



③

I can play this rhythm



④

And say



hip hip hooray



⑤

Hip hip



Hooray



⑥



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Lesson 6

Warm up

Re-cap Soh-Mi patterns with actions

Introduce La - Body stave patterns Mi-knees Soh-Shoulders La- head with backing track

Allow different students to lead the patterns

Ask one stn to perform patterns that the class sing

Backing track



Activity 1

In a Circle sing the short call and response “Can you hear the Cukoo” using actions (slide 25) when students are confident ask them to each perform the response line.

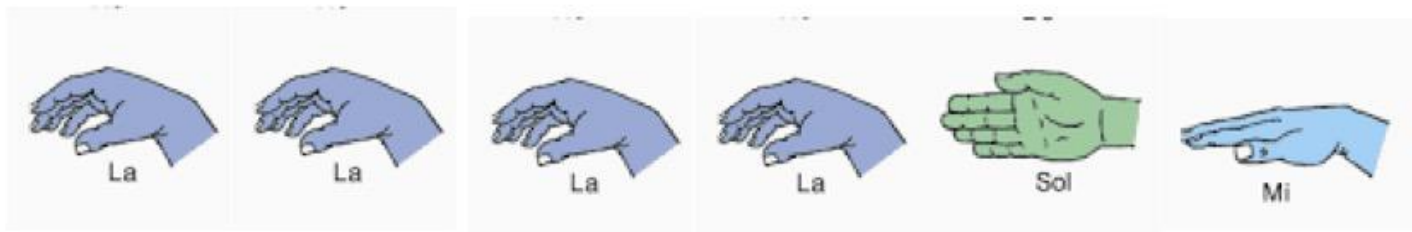
Activity 2

Play Mi-Soh-La patterns from graphic score cards (Slide27-29)

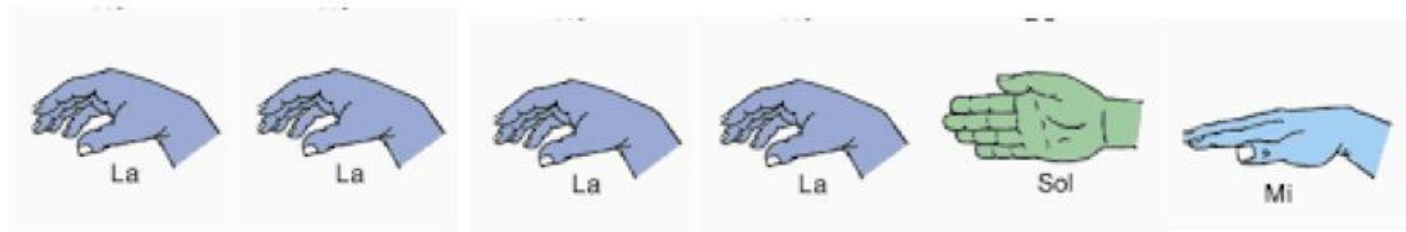
Activity 3

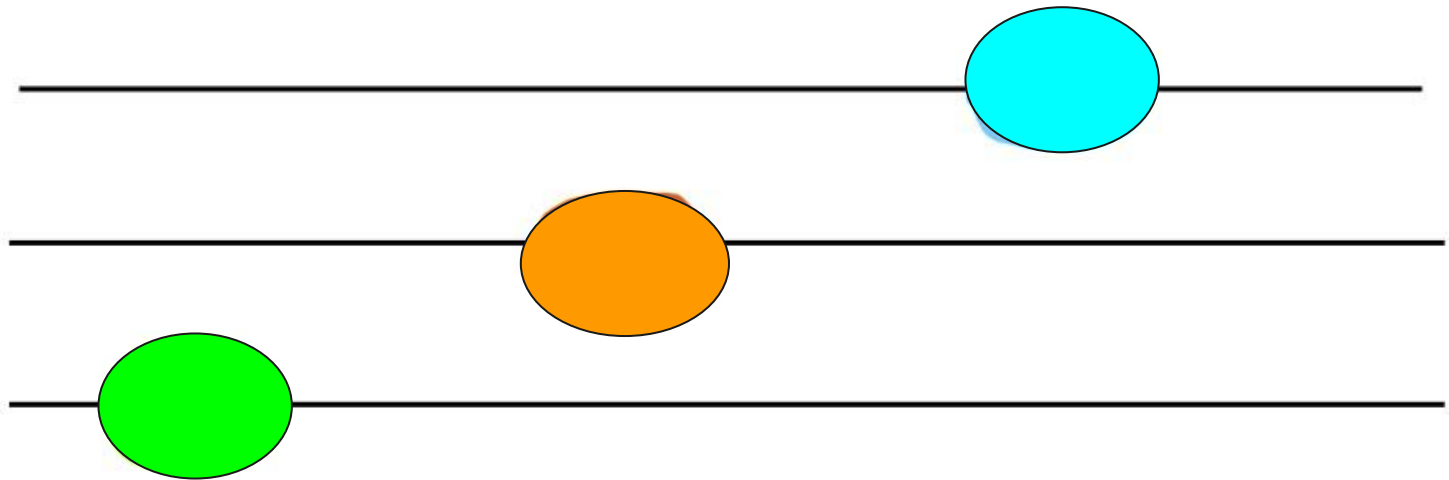
Use graphic scores (slide30) to compose patterns with Mi-Soh-La sing each pattern with the hand signals
Then with the Backing track keep repeating the patterns in a different order at first make each note last 4 counts as stns get more confident try to increase speed and shorter notes.

Can you hear the Cukoo?



Yes I hear the Cukoo?

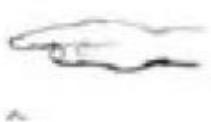




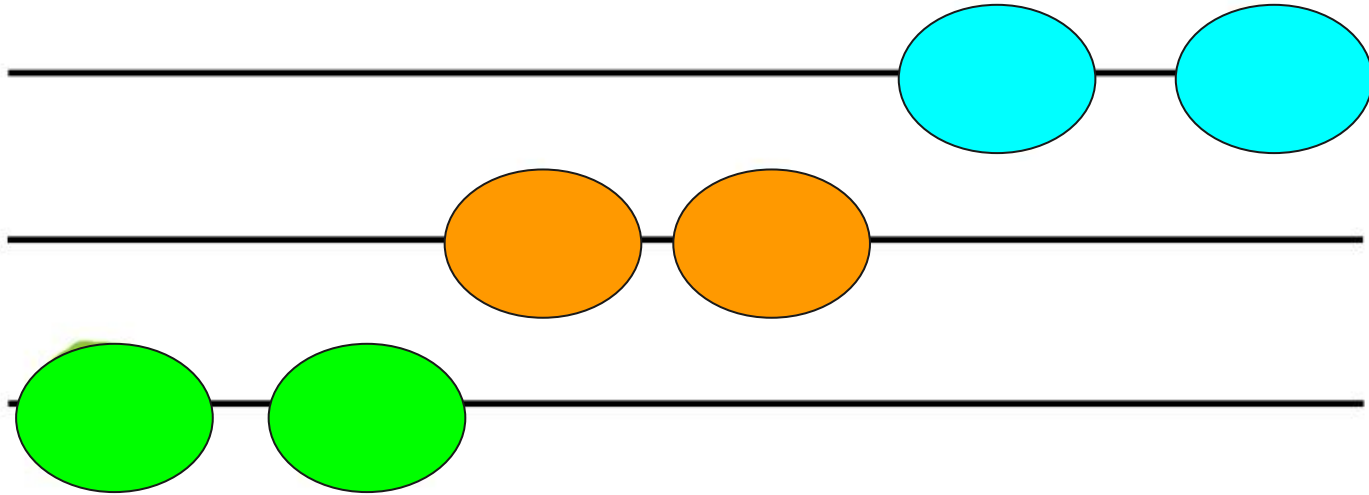
Mi

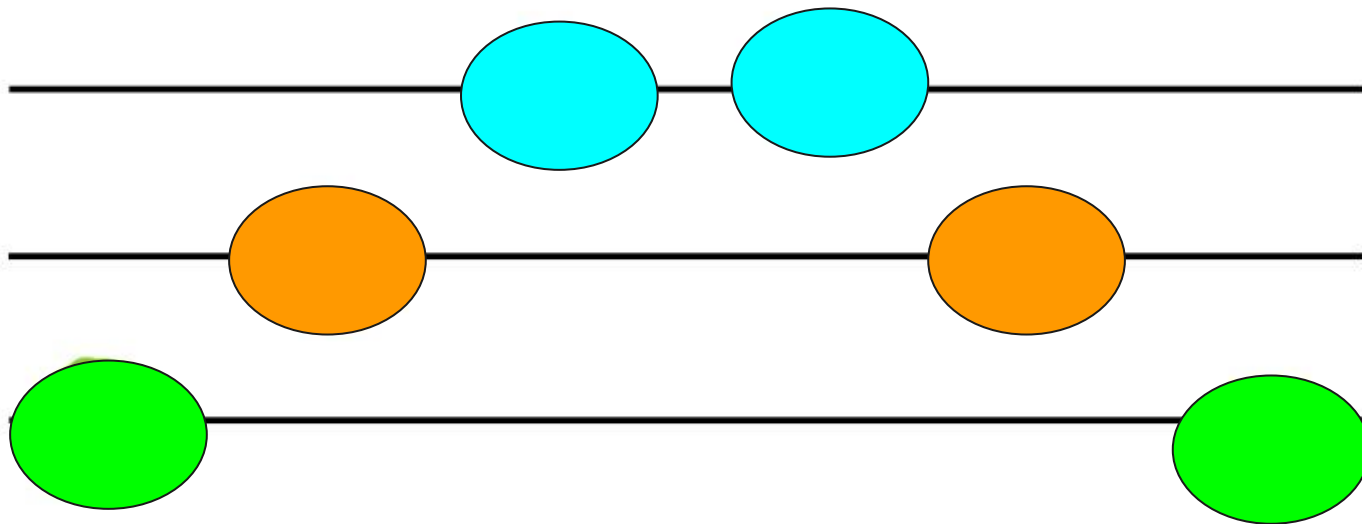
Soh

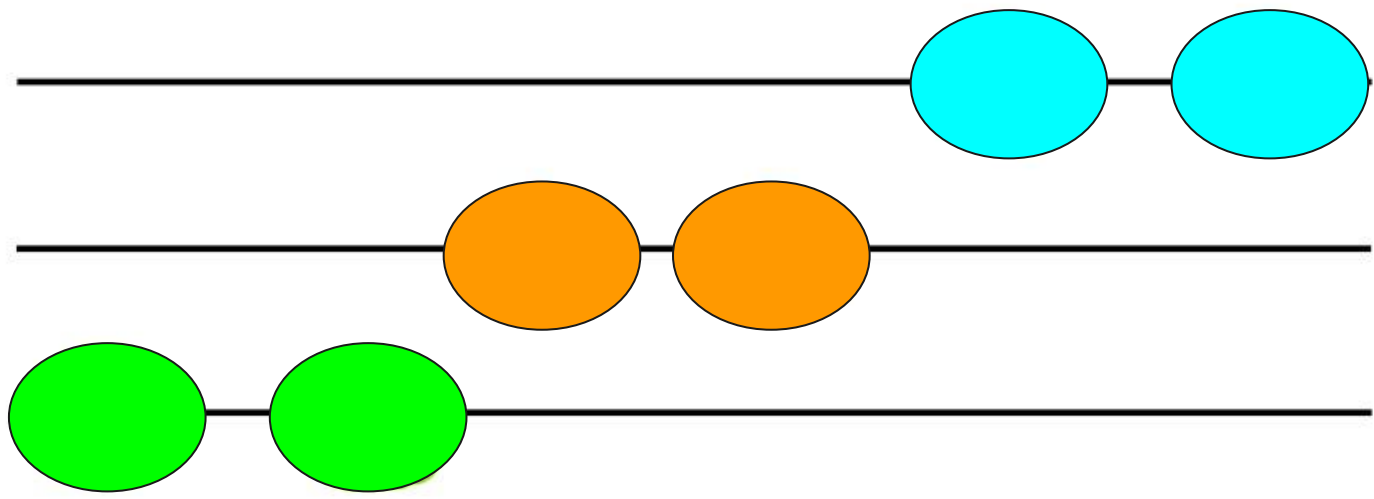
La



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Make your own patterns

Mi



Soh



La



Lesson 7

Warm up

Brown bear (Slide 32)

Repeat with solfege actions

Activity 1

Hi Hey Howdy (slide23) recap rhythm and add notes (soh-mi-la) to make a tune

Activity 2

Ram Sam Sam

Learn the song with actions

Once chn are familiar with the song sing in different ways recap key words from lesson 4 (slide 14)

-Allegro

-Adagio

-Accelerando

-Rallentando

- Fote

-Piano

Activity 3

Chn get into pairs and sit facing each other

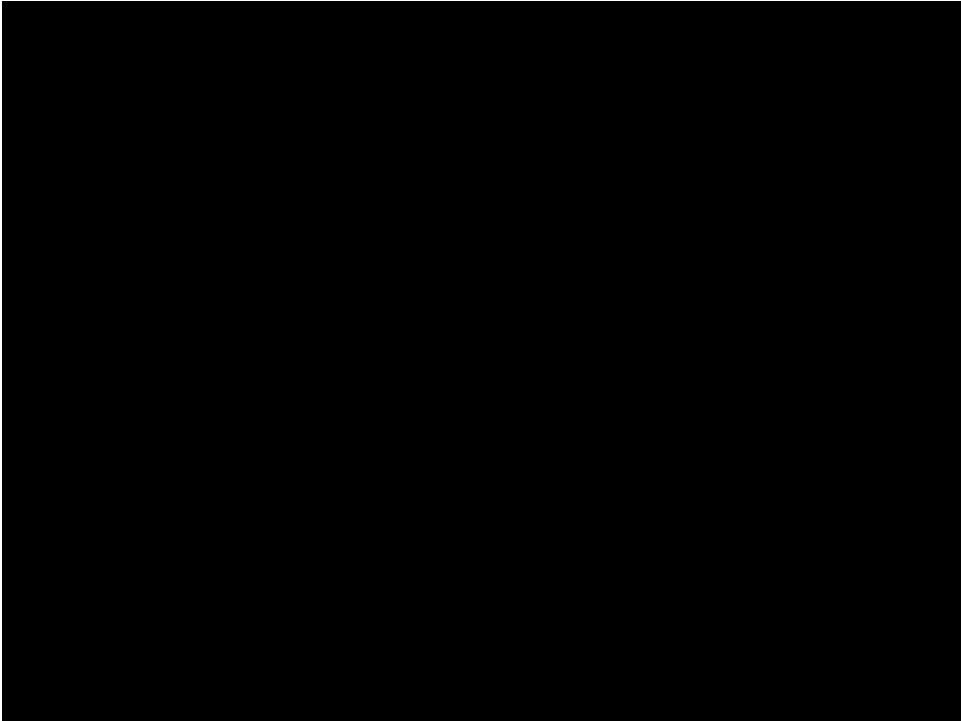
Label themselves 1 or 2

1s sing Ram Sam Sam while 2s perform actions then swap



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Brown Bear warm up
example



"A Ram Sam Sam" Lyrics

A ram sam sam, a ram sam sam

Guli guli guli guli guli ram sam sam

A ram sam sam, a ram sam sam

Guli guli guli guli guli ram sam sam

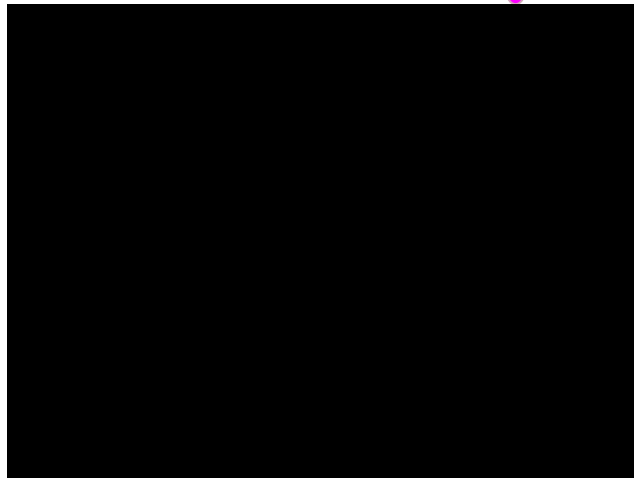
A rafiq, a rafiq

Guli guli guli guli guli ram sam sam

A rafiq, a rafiq

Guli guli guli guli guli ram sam sam

Ram Sam Sam teaching video



Lesson 8

Warm up

Practice singing in two parts

Split class in half do a vocal buzz up the octave while the other half buzz down the octave then swap.

Try singing a two part pattern using mi-so-la (Slide35)

Activity 1

Recap Ram Sam Sam with actions

Different stns act as the conductor pausing the song and using their hands to change the volume

Activity 2

Sing as a two part round ***EXTENSION** try a three part round

Activity 3

Pairs face each other in a circle and switch partners on 'aravee'
(video slide 33)

Mi Mi Mi Mi



La



La



Soh



Soh



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Lesson 9

Warm up-

Actions to the Animals backing track (slide39)

Use the rhythmic words with actions (slide 37)

Ta

Te-te

To-oo

sh

Activity 1 - Using percussion

Recap rhythmic notation and add To-oo (minim)

Play through rhythm cards (slide 38) to Animals backing track

Ask students to order the cards and play all the way through to create a 4 bar rhythm

Activity 2

Learn the first verse/chorus of animals song adding actions

Perform in smaller groups

Activity 3

Listen to the original song and discuss how it sounds

Extension learn more sections of the song



To-oh



Sh



Ta



Te-te



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1)



2)



3)



4)



Animals backing track



Animals song

1 2 3 4 Dolphins swimming by the shore
5 6 7 8 puppies waiting by my gate

Animals they're all around
In the sea sky the grass and the ground
Ohhh oh oh la la la la
Ohhh oh oh la la la la

9 10 11 12 Robins flying in the sky
13 14 Elephants are walking by

Animals they're all around
In the sea sky the grass and the ground
Ohhh oh oh la la la la
Ohhh oh oh la la la la

1 2 3 4 5 6 9 and 10
What's your favourite animal and what do you like
about them

Animals with vocals



Lesson 10

Warm up

Show stns a variety of percussion instruments and ask them to choose which instruments they think best match a certain picture (slide41)

exploring different instruments with different pictures

Vocal warm up

Activity 1

Recap animal song from last lesson

Learn the next sections

Activity 2

Add some simple percussion lines/sounds into the song (using rhythm cards from previous lesson) discuss what instruments might fit into the song best

Activity 3

Class performance of Animals song at the end appraise the performance

Extension- stns can add their own animals into the song



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