



Hartford Primary School



YEAR GROUP	3	SUBJECT	Ballads	Unit	1
National Curriculum Statements	<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music. Improvise and compose music for a range of purposes using the inter-related dimensions of music 				
Prior Learning (What should they already know)	Children have musically performed fairy stories.				
RETRIEVAL VOCABULARY	Dynamics, tempo, pulse, rhythm		NEW VOCABULARY	<ul style="list-style-type: none"> Chorus, ballad, verse, lyrics, ensemble 	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To use musical vocabulary to explain the stylistic features of a ballad.	<p>Introduce ballads. Think about what they have in common comparing at least two. Play Space Oddity and story board this thinking about how a ballad tells a story. Children should start to learn the song.</p> <p>Play let it be so they have heard the tune. This will be used as the music from them to create their own ballad later in the unit.</p> <p>https://www.youtube.com/watch?v=QDYfEBY9NM4&list=RDQDYfEBY9NM4&start_radio=1</p>	<ul style="list-style-type: none"> I can name the key features of a ballad. I can use musical vocabulary to describe the features of a ballad. I can learn the lyrics of a song and use

			<p>actions to help me remember it.</p> <ul style="list-style-type: none"> I can follow the tune of a ballad.
LESSON 2	To explore how actions can impact performance.	<p>Perform Space oddity. This will focus on performing.</p> <p>Children should perform as an ensemble but you may also choose small groups, solos and duets to perform.</p> <p>Practise and perform to an audience if possible.</p>	<ul style="list-style-type: none"> I can perform the song with actions. I understand what a ballad is and can sing in that style.
LESSON 3	To plan a musical structure inspired by a story.	<p>Watch Soar video and pick out main parts of the story.</p> <p>https://video.link/w/72FPb</p> <p>The children write 10 sentences to summarise the story.</p> <p>There are examples on Kapow.</p> <p>Make links between the story and the structure of a ballad.</p>	<ul style="list-style-type: none"> I can start to write a story/poem structure in the style of a ballad.
LESSON 4	To create lyrics that match a melody.	<p>Write lyrics for a ballad. Like poetry.</p> <p>Create a chorus as a whole class. The work in groups. Each child in the group can tell a different part of the story. Come together for their group chorus. They need to work together to ensure their story flows.</p> <p>https://www.youtube.com/watch?v=OhRUYf_yn_s&list=RDOhRUYf_yn_s&start_radio=1</p>	<ul style="list-style-type: none"> I can contribute to lyrics written by the class. I can write lyrics which rhyme. I can write short sentences to create a story.
LESSON 5	To show awareness of style, structure and features to	<p>Perform your ballad.</p> <p>Work on solo and ensemble performance skills. Do people know when to come in, are they singing in time and in tune? etc..</p>	<ul style="list-style-type: none"> I can write nonsense words to fill time in

	perform part of a ballad.	The children can add nonsense words to part or parts of their song. Think about the impact of this.	my ballad eg: la la la ta ta ta. • I can accurately perform my lyrics with confidence.
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Helpful resources to reference	Presentations, resources and music on Kapow
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  <div>Hartford Primary School</div>					
YEAR GROUP	3	SUBJECT	Developing singing techniques – Vikings	Unit	2
National Curriculum Statements	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.				
Prior Learning (What should they already know)	Children have performed as a whole class using their voices and instruments. They have explored stick rhythmic notation that are worth 1 and ½ a beat.				
RETRIEVAL VOCABULARY	Vocal warm up, notation		NEW VOCABULARY	Crochet, minim, quaver, rhythmic notation	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To sing in time with others.	Contextualised the Vikings https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zicxwty Use vocal and body warm ups to get the children ready for singing. (examples on Kapow)	• I can move and sing at the same time as my classmates. • I can learn new lyrics and follow a tune.

		Learn song with the class.	<ul style="list-style-type: none"> I can say what we need to do better next time.
LESSON 2	To sing in time with others.	<p>Body warm ups- rowing game. Vocal warm ups</p> <p>Sing the song with the performance track and use backing track.</p>	<ul style="list-style-type: none"> I can sing in time with the music. I can follow the tune. I can move in time to the music. I can identify how to improve my performance.
LESSON 3	To recognise simple rhythmic notation by ear and by sight.	<p>Read rhythmic notation by showing the children what the Viking calls look like using it. This will only use quavers, crochets and minims. Model the calls as the children follow along. Aim for children to be able to recognise the notes by sight and ear.</p> <p>In pairs the children use rhythmic notation to say their Viking calls.</p>	<ul style="list-style-type: none"> I can recognise and name note rhythms when I hear them. I can recognise and name note rhythms when I see them.
LESSON 4	To use simple rhythmic notation to compose a Viking battle song.	<p>Compose using supplied phrases from Kapow.</p> <p>These are the calls from lesson 3. The children can mix and match them.</p> <p>There are also blank staves for the children to compose their own Viking rhythm using crochets, quavers and minims.</p> <p>They should say these until they are confident. Once they are there is the option to add untuned percussion.</p>	<ul style="list-style-type: none"> I can perform rhythms accurately from notation. I can layer rhythms to create a piece of music. I can add instrumental sound effects to a piece of music.
LESSON 5	To perform music with confidence and discipline.	<p>Give children their compositions from last lesson to rehearse and perform.</p> <p>Allow children to rehearse and perform the dragon boat song.</p>	<ul style="list-style-type: none"> I can perform with confidence. I can perform in time and in tune with others.

Helpful resources to reference

Kapow for presentation, resources including backing tracks and notation print outs.

