



# Year 3 Boomwhakers

## You have already learnt...

**Listen and appraise** To know five songs off by heart.

**Singing** To confidently know and sing five songs from memory.

**Playing** Know the names of untuned percussion instruments played in class.

**Improvisation** Improvisation is making up your own tunes on the spot.

**Composition** Composing is like writing a story with music.

**Performance** A performance is sharing music with an audience.



## Key Skills

Lesson 1: Introduction to the Boomwhackers and how they make sounds

Lesson 2: Working Together As A Boomwhacker Orchestra and Using Dynamics.

Lesson 3: Boomwhacker Techniques.

Lesson 4: Developing Understanding Of Rhythm.

Lesson 5: Playing Chords On The Boomwhacker

Lesson 6: Performance & Quiz.

## Key Knowledge

- The length and diameter of the boomwhaker tubes determine their pitch.
- The term "boomwhackers" is a portmanteau of "boom," referring to the sound, and "whacker," referring to striking the tubes.
- Understand the concept of pitch and be able to identify different pitches using boomwhackers.
- Understand the concept of dynamics and timbre in music and be able to demonstrate them using boomwhackers.

## Words you need to know:

1. **Boomwhackers** - Colorful tuned percussion tubes that produce different pitches when struck.
2. **Octave** - An interval between two notes with the same letter name, but one being higher or lower.
3. **Pitch** - How high or low a sound is.
4. **Resonance** - The quality of a sound carrying and sustaining.
5. **Timbre** - The quality or character of a sound that distinguishes it from others.
6. **Beat** - The steady pulse or rhythm in music.
7. **Rhythm** - A pattern of strong and weak beats.
8. **Melody** - A series of organized musical sounds forming a coherent whole.
9. **Dynamics** - How loud or soft the music is played.
10. **Composer** - A person who creates music.



## Next you will learn...

Vocal skills- using the knowledge of pitch, octave, melody and dynamics to sing, compose and perform using vocals



# Year 3- Vocal skills

## You have already learnt...

Rhythm and pulse using untuned percussion instruments

How to use boomwhackers and playing notes and chords as part of a group. Playing simple melodies and rhythms using a range of dynamics and timbres.

## Key Skills

Lesson 1: Understanding The Structure Of A Composition.

Lesson 2: Vocal Exercises And Correct Posture.

Lesson 3: Vocal Relaxation And Breathing Technique.

Lesson 4: Vibrato & Dynamics.

Lesson 5: Harmonies And Finding Our Singing Range.

Lesson 6: Performa in front of an audience

## Key Knowledge

Singing can improve breathing, posture, and overall confidence

Singing can enhance mental and physical health, reduce stress, and improve mood.

Different vocal styles, such as opera, pop, or rap, require distinct techniques and skills.

Singing can be a form of self-expression, cultural identity, and storytelling. .

A **rap** is when you speak words of a song.

A **performance** is sharing music with other people, called an audience.

Vocal skills, such as pitch, tempo, dynamics, rhythm, articulation, tone, harmony, melody, play a part in vocal singing.

## Words you need to know:

**Pitch** - the highness or lowness of a sound

**Tempo** - the speed at which a piece of music is played

**Dynamics** - the volume or intensity of a sound

**Rhythm** - the pattern of beats in a piece of music

**Articulation** - the way sounds are pronounced or sounded out

**Tone** - the quality or character of a sound

**Harmony** - the combination of different musical notes played or sung together

**Melody** - a sequence of musical notes that create a memorable tune

**Choral** - relating to a choir or group of singers

**Vocal range** - the span of pitches that a person can comfortably sing



## Next you will learn...

Piano skills- using the melody and rhythms learnt during this topic and applying to using a piano. Learning how to play individual note and chords.



# Year 3- Piano skills

## You have already learnt...

How to play and sing individual notes as part of boomwhackers and vocal skills. Chords and harmonies when performing. Playing rhythms to a steady pulse.

## Key Skills

Lesson 1: Learning The Notes and History Of The Keyboard.

Lesson 2: Understanding Time Values Using Both Hands

Lesson 3: Performing and Reading From The Treble Clef Stave

Lesson 4: Understanding Time Signatures

Lesson 5: Performing A Piece Of Music

Lesson 6: Performance.



## Key Knowledge

Know the names of at least 10 notes on a keyboard

Know that a note can be played for different lengths of time

A chord is when more than one note is played at the same time.

A piano has different parts such as the keyboard and pedals

The black notes on a keyboard are known as sharps or flats.

## Words you need to know:

1. **Piano** - A large keyboard musical instrument, with black and white keys, played by pressing the keys with the fingers.

2. **Octave** - The musical interval between two notes that have the same letter name but different pitch, where one note's frequency is double the other.

3. **Note** - A symbol representing a specific pitch and duration of a musical sound.

4. **Chord** - Multiple notes played simultaneously.

5. **Tempo** - The speed at which a piece of music is played.

6. **Dynamics** - The volume or intensity of a piece of music.

7. **Staff** - The set of lines and spaces on which musical notes are written.

9. **Treble Clef** - A symbol placed at the beginning of the staff used for higher-pitched notes played with the right hand on the piano.

10. **Bass Clef** - A symbol placed at the beginning of the staff used for lower-pitched notes played with the left hand on the piano.

## Next you will learn... Songwriting

Exploring the creative process song writing and composition. You will learn how to compose and arrange music for multiple instruments and how to make your songs interesting and catchy through a use of dynamics, texture and timbre.



# Year 3- Songwriting

## You have already learnt...

Exploring the creative process song writing and composition. You have learnt how to compose and arrange music for multiple instruments and how to make your songs interesting and catchy through a use of dynamics, texture and timbre.

## Key Skills

**Lesson 1: Understanding The Structure Of A Composition.** Students will consider how the structure of a composition affects the audience's experience.

**Lesson 2: Vocal Exercises And Correct Posture.** Students will learn the importance of good posture and how to sing using our diaphragms.

**Lesson 3: Vocal Relaxation And Breathing Technique.** students will discuss breath control, vocal relaxation and the benefits and importance of each.

**Lesson 4: Vibrato & Dynamics.** Students will learn how to use a diaphragm pulse and a beggars pulse,

**Lesson 5: Harmonies And Finding Our Singing Range.** Students will learn how to tell the difference between the three delivery styles and how to transition between them to expand their vocal range.

**Lesson 6: Class Performance.** Students will collate all the knowledge and skills they have learned to so far in a live performance of the full repertoire of songs in this module.

## Key Knowledge

A composition is a piece of music that you create.

There are many different structures to a song including **verse**, **chorus** and **bridge**.

**Lyrics** can be written for a range of genres and audiences.

Lyrics in a song often tell a story of how someone is feeling.



## Next you will learn... Mixed Percussion

You will explore percussive instruments and genres from around the world. You will develop an understanding of how differing cultures, languages and environments affect the instrumental and compositional choices within each genre.

## Words you need to know:

1. **Melody:** A sequence of musical notes played one after another.
2. **Lyrics:** Words that accompany a song.
3. **Chorus:** The part of a song that repeats after each verse.
4. **Verse:** A section of a song that tells a story or conveys information.
5. **Rhythm:** The pattern of sounds and silences in music.
6. **Rhyme:** Words that have the same ending sound.
7. **Harmony:** The combination of different musical notes played or sung together.
8. **Bridge:** A section of a song that provides contrast to the chorus and verse.
9. **Tempo:** The speed at which music is performed.
10. **Composition:** Creating a piece of music.
11. **Performance:** Presenting a piece of music to an audience.



# Year 3 Mixed percussion

You have already learnt...

How to compose a song by writing your own lyrics and following a song writing pattern. Learning the notes of a piano and beginning to read the notes on a staff and play a simple melody.

## Key Skills

**Lesson 1: Samba (Brazil).** During this session students will learn how to perform a range of quintessential Samba rhythms using latin percussion instruments.

**Lesson 2: Call and Response - Rhythms and Language.** Students will learn to follow a conductor both using rhythmic recall and the Portuguese language to lead an ensemble of performers.

**Lesson 3: Merengue (Dominican Republic).** Students will develop a greater understanding of complexed rhythms, using clave rhythms, call and response and words from the Spanish language to communicate as an ensemble.

**Lesson 4: African Drumming (Mali - West Africa).** Students will explore West African culture and how percussive instruments are used in social and musical contexts.

**Lesson 5: The Djembe Drum In Focus.** Students will learn to perform rhythms on a Djembe drum. Students will learn the three ways in which a Djembe drum can be played to create three differing sounds.

**Lesson 6: Dhol Drumming (The Punjab, India)-** Students will perform a chaal rhythm and use words from the punjabi language to communicate musical ideas.

## Key Knowledge

The snare drum is often used to give marching bands a steady beat.

The steel pan, created in Trinidad and Tobago, is made by tuning oil drums to different pitches.

The tambourine is a popular instrument in Middle Eastern music and adds a distinct jingling sound.

The djembe is a drum originating from West Africa and is played with bare hands.



## Words you need to know:

**Percussion:** Instruments that produce sound when struck, shaken, Beat: The steady pulse or rhythm in a piece of music.

**Rhythm:** Patterns of long and short sounds in music.

**Tempo:** The speed at which a piece of music is played.

**Dynamics:** The volume of sound in music (e.g., loud, soft).

**Pitch:** How high or low a sound is.

**Timbre:** The quality or character of a sound.

**Claves:** A pair of wooden sticks struck together to produce sound.

**Hand drums:** Drums played with the hands instead of drumsticks.

**African drums:** Percussion instruments originating from the African continent.

**Latin percussion:** Percussion instruments commonly used in Latin American music.

## Next you will learn...

**Ukulele-** exploring the history of ukulele. Learning how to pluck and strum simple notes and chords



# Year 3- Ukelele

You have already learnt...

How to play simple melodies using boomwhackers and piano. Composing and performing your own song. Exploring mixed percussion from around the world.

Exploring pitch, rhythm and tempo.

## Key Skills

Lesson 1: understand the anatomy Of The Ukulele and Playing the Strings in the Open Position.

Lesson 2: Fretting Notes With Our Left Hand Playing Chords

Lesson 3: Playing Riffs and Chords At The Same Time.

Lesson 4: Fretting Two Notes At The Same Time To Produce New Chords.

Lesson 5: Fretting Three Notes Notes To Produce New Chords

Lesson 6: Performing To Peers Using The Knowledge Gained Over The Module.

## Key Knowledge

- To know that music has a steady **pulse**, like a heartbeat.
- To know that we can create **rhythms** from words, our names, favourite food, colours and animals.
- **Pitch** is how high or low a sound or instrument can be. A drum has a low pitch.
- When someone **improvises**, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- A **performance** is sharing music with other people, called an audience.

## Words you need to know:

1. **Chord:** A combination of two or more musical notes played together
2. **Fret:** One of the ridges on the fingerboard of a stringed instrument.
3. **Tuning:** Adjusting the strings on an instrument to produce the correct pitch or tone
4. **Strumming:** Plucking or brushing the strings with a hand or plectrum
5. **Bridge:** A device that supports the strings on the body of a stringed instrument like a ukulele



Next you will learn...

How to play more notes and chords in Year 4 building on what you have learnt so far.

