

YEAR 3

# Greek Myths

## Scheme of Work

### Introduction

Using the Ancient Greek myth of 'Orpheus and Eurydice' and the account of 'Pythagoras and the hammers' as stimuli, this unit embeds pulse and rhythmic skills through performance, improvisation and composition activities. Pupils will be given the opportunity to perform and improvise music using their voices, bodies, tuned and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the story. Pupils will have the opportunity to listen and appraise each other's work as well as two famous pieces of music.

### Key Skills

- Listening: identify inter-related dimensions, identify how the music makes you feel, appraise compositions, place music in history
- Composing: improvise melodies, soundscapes
- Performing: drone, group ensemble, solo, movement to the pulse, combine singing, dancing & playing
- Social: sharing, inclusion, respect, leadership
- Emotional: confidence, empathy
- Thinking: comprehension, remember and repeat, feedback, evaluate, select & apply

### Learning Objective

<b>LESSON 1</b>	To be able to sing, dance and play with an awareness of the pulse.
<b>LESSON 2</b>	To improvise and perform simple melodies, maintaining a strong sense of pulse.
<b>LESSON 3</b>	To explore, select and combine sounds as a whole class.
<b>LESSON 4</b>	To explore, select and combine sounds as a group.
<b>LESSON 5</b>	To rehearse and refine compositions for a final performance.

## Assessment Criteria

### YEAR 3

- I am beginning to experiment with given notes to create simple patterns and melodic ideas in response to a stimulus or theme.
- I am beginning to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.
- I am beginning to identify musical conventions being employed in a variety of pieces.
- I am confident to perform as an individual and within a group.
- I can play a drone maintaining a steady pulse.
- I can sing with projection and clear diction over a greater range of pitches.
- I contribute ideas individually and in group work with consideration of the structure and theme of the music.
- I understand my role within the ensemble.

## Links to the National Curriculum

### ENGLISH

- Learning key vocabulary: pulse, rhythm, pitch, dynamics, tempo and correct names of instruments
- Understand and follow instructions
- Communicate ideas
- Form opinions and provide verbal feedback

### MATHS

- Counting to stay in time and measure the length of musical phrase

### PHYSICAL EDUCATION

- Master basic movements developing balance, agility and co-ordination