



Primary - Planning

Pentatonic Songs from Around the World:

Exploring Arrangements

Year 3

Unit 4

Unit Introduction



Musical Spot the Difference: Exploring Arrangements

In this unit, the children will learn what an arrangement is and create a variety of arrangements using different techniques and instrumentation. They will create an a cappella arrangement of the popular children's song 'Down in the Jungle' and create a more complex arrangement of Keane's 'Somewhere Only We Know' using vocals, glockenspiels and untuned percussion instruments. The children will learn how to read and perform a melody using dot notation before composing and performing their own short four bar melodies using dot notation.

Listening Focus: Musical Spot the Difference

To enhance the children's knowledge of arranging and creating arrangements, the children will look, in each lesson, at two different versions of the same piece of music and discuss the differences in the arrangements. For instance, they might look at a piece of pop music and see how the same piece sounds when it is arranged in a 1920s jazz style, or how a piece of 1980s electro-pop sounds when rendered for a chamber orchestra.

EXPECTATIONS AT THE END OF THIS UNIT	
All children should be able to:	explain that an arrangement is how a piece of music is created; help to compose a piece of music using dot notation; perform in a variety of arrangements with some accuracy.
Most children will be able to:	compose and perform a piece of music using dot notation with some accuracy.
Some children will be able to:	confidently explain how two versions of the same piece of music are different; confidently perform in a variety of different arrangements; compose and perform a four bar melody accurately.

Key vocabulary used in this unit
In this unit children will have an opportunity to use words and phrases related to: ➤ Rhythm and Notation: crotchet (one beat), quaver (half a beat), minim (two beats), bars, bar lines, ➤ Tempo (the speed at any one time in a piece of music): fast, slow, faster, slower ➤ Dynamics (how loud and quiet a section of the piece is): loud, quiet, louder, quieter, forte, piano ➤ Pulse (the constant beat within a piece of music) ➤ Pitch (how high or low an instrument or voice is) ➤ Texture (how many instruments are playing at once): thick (lots) or thin (few) ➤ Composition (a piece all of the children's own creating): Dot Notation, Graphic Score, Composition Frame, Arrangements, Arranging, Cover Version, Plan, Composer, Melody/Tune ➤ Performing: Rehearse, Perform, Plan, Evaluate, Feedback, Composer, Conductor