# Music Year 3 - Spring

### Chinese Lanterns

Perform the Chinese Lanterns Song with a tuned percussion accompaniment Perform a class piece using lantern patterns with accompaniment

How the music makes you feel.

tion.

notes

In a song, the verses have the same melody

but the lyrics will change from verse to verse. A song section which repeats. The melody

and lyrics remain the same in every repeti-

These instruments can play different letter

A sustained, continuous musical sound

mood

verse

chorus

tuned percussion

drone



	Key Vocabulary	
Pentatonic	Musical dimension  Pitch  Texture	
the fourth and the seventh note from a traditional heptatonic major scale.		
pitch	This is all about how high or low sounds are and how notes are grouped into sets called scales.	Toxicalo
texture	This is all about how many different sounds can be heard at the same time.	CDEG
dynamics	This is all about how loud or quiet sounds are.	

Musical dimensions
Pitch

In Year 3:	In Year 4:	In Year 5:	In Year 6	
	Skills: Maintain a steady beat and rhythmic ostinato	Pitch: Explore, recognise and identify a range of different scale patterns Playing: Begin to demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness		

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Lan - 1	terns	In	the	ріаск	sky

# What key knowledge will I have by the end of this unit?

- I know appropriate musical vocabulary to describe the sounds made.
- I know what a Pentatonic scale is Develop an understanding of the Pentatonic Scale
- I know that it is difficult to identify a steady beat in Chinese Music.
- I know the differences between the Pentatonic scale and Western scale.

## What key skills will I have by the end of this unit?

- I can listen to and describe Chinese Music
- I can sing and perform a Chinese song.
- I can play and perform a pentatonic scale on tuned percussion
- I can create an accompaniment to the Chinese Lantern Song