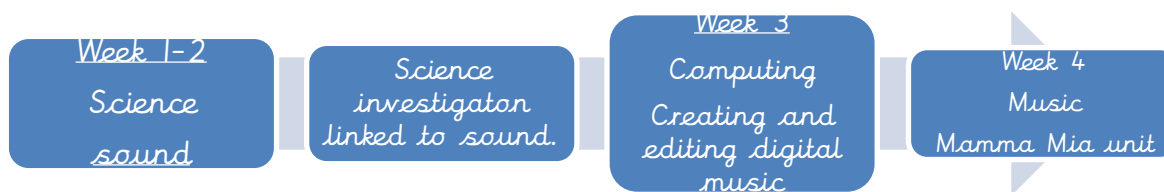


Year 3 Science/Music Based We are rock stars! (4 weeks)



Topic overview - Children learn about the science of sound; how sound is created, how it travels. They will investigate materials which sound can travel through and the effect some materials have on sound. They then use computers to compose, record and edit their own digital music and learn about how the digital music we listen to is created and distributed. Throughout the unit they complete the Charanga unit 'Mamma Mia' which is based on performing and composing pop music.

<u>Science skills</u>	<u>Knowledge for this unit</u>
<p><u>Working scientifically skills for this unit (for investigation)</u></p> <ul style="list-style-type: none"> • Pupils can, with support, develop relevant & testable questions • Pupils can plan enquiry such as a fair test or a comparative test • Pupils can use various equipment as instructed • Pupils can use standard measurements and recognise the importance of being accurate • Pupils can, with some support, use words and diagrams to record findings • Pupils can answer various questions based on the data collected • Pupils can use evidence to write a conclusion referring to the evidence specifically and data more accurately • Pupils can suggest how an experiment could be extended <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • enquiry • testable • investigate • experiment • comparative test • fair test • record • gather • data • classify 	<p><u>Sound</u></p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases. <p>Science Big Questions: How does the volume of a drum change as you move further away? (Comparative and fair testing) Do larger objects always make</p>

Previous knowledge

- asking simple questions and recognising that they can be answered in different ways
- observing closely using simple equipment
- performing simple tests
- identify and classifying
- use observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

a louder sound?
(Pattern seeking)

Vocabulary:

- Sound
- Vibrate/vibrations
- Pitch
- Volume
- Louder
- Fainter

Previous knowledge:

New learning

Computing skills - We are Musicians/We are presenters

- Use one or more programs to edit music.
- Create and develop a musical composition, refining their ideas through reflection and discussion.
- Develop collaboration skills.
- Develop an awareness of how their composition can enhance work in other media.

Knowledge

- Know that music can be created digitally
- Know some programs which can be used to create music digitally

Computing Vocabulary: digital music, amend, copy, paste

Previous knowledge:

- Consider the technical and artistic merits of photographs
- Use a digital camera or camera app.
- Take digital photographs.
- Review and reject or rate the images they take.
- Edit and enhance their photographs.
- Select their best images to include in a shared portfolio.
- How to open the camera app on an iPad
- How to delete a digital photograph
- How to use the edit tool on the app to enhance a photo

Music skills

Composing

- Do they understand how the use of tempo can provide contrast within a piece of music?
- Can they begin to read and write musical notation?
- Can they combine different inter-related dimensions of music (e.g. tempo, dynamics, timbre) in their composition?
- Can they create accompaniments for melodies?
- Can they compose a simple piece of music that they can recall to use again?
- Do they understand time signatures as 4 or 3 beats in a bar?

Performing

- Do they sing songs from memory with increasing expression, accuracy and fluency?
- Do they modulate and control their voice when singing and pronounce the

words clearly?

- Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?
- Can they improvise (including call and response) within a group using the voice?

Music Vocabulary: vibration, pitch, volume, projection, melody, accompaniment, call and response, composer, drone, duet, lyrics

Previous knowledge:

- Sing songs as an ensemble following the tune (melody) well
- Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)
- Play simple rhythmic patterns on an instrument (voice)
- Sing/clap a pulse increasing or decreasing in tempo
- Perform musical patterns keeping a steady pulse
- Know that ensemble is musical term for a performing collectively
- Know how to warm up voice correctly before singing
- Tempo means speed
- Pulse is steady beat like a ticking clock
- Rhythm is a combination of long and short sounds
- Pitch is high and low notes
- Duration is the length of the note