

Year 3, Unit 1 Overview

How Does Music Bring Us Closer Together?

Developing Notation Skills

Introduction

In each unit, children are asked a question, intended as an entry point for exploring one of six broad **Social Themes**. These six themes are overlapping.

The exploration of each theme accompanies them on their musical journey throughout this Scheme, and hopefully beyond! As the learners grow, the questions and entry points for the Social Themes evolve. All the while, they are encouraged to be responsible and kind citizens of the world and constructive but critical thinkers. The unit question can be discussed throughout each unit up to and including the final unit performance.

Musically, students are constantly touching upon all key musical elements and skills, building upon these as they progress through each lesson, unit and year. As well as this, there is also a **Musical Spotlight** to each unit. This by no means indicates that there is only one musical aspect or concept being considered and developed – it just allows one chosen musical element, aspect or skill to come to the fore for contemplation, discussion and development, for the duration of that unit.

Unit 1 Social Theme

In this unit, we ask **'How Does Music Bring Us Closer Together?'** as an entry point for the broad Social Theme of **'Music Is a Peacebuilder and Friendmaker'**. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.

More detail on this Social Theme and how it might be explored in the classroom can be found in the **Social Themes Overview** document, where you can find more description on:

- The ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other.
- The central role of listening in music (even when performing) also being a key skill in paying attention to others, which leads to caring and aiding the development of empathy.
- How music can bring people closer together by sharing what we like and listen to.

- How the measurable physical and emotional effects of music can bring us into closer coordination with other people.
- How the purpose and content of some music can explicitly encourage or reflect upon themes such as friendship, sharing, peace, love, forgiveness or other such topics.

Social Theme: Cross-Curricular Links and Further Exploration and Inquiry

The descriptions above – of how music relates to friendship, peace, kindness, responsibility, charity, diplomacy and more – are intended to give teachers some ideas and direction as to potential cross-curricular opportunities and avenues for further thematic exploration beyond the songs, music and content encountered in this unit. Just as music is all-pervasive in society and our daily lives, we hope you find ways to tie it into all your learning, beyond the purely musical education offered by our curriculum.

The six Social Themes of the Charanga curriculum are all overlapping, but Unit 1 might overlap particularly well with discussions and learning later in the year during **Unit 4: How Does Music Help Us Get to Know Our Community? (Music Is a Builder of Community and Guardian of Cultural Identity)**.

Unit 1 Musical Spotlight

In this unit, the Musical Spotlight is **‘Developing Notation Skills’** and learning about all the Foundational Elements of Music with a focus on **notation**, while working implicitly with all the other elements of music as you go through the steps of the unit.

Year 3 introduces notation more formally. Just as we can talk and understand words before we read them, we sing, play, improvise and compose before we learn to read music or have an understanding of its language.

We use the word ‘musicianship’ to describe the bringing together of musical practice and its theory (musical understanding – ‘theory’ is the formal name for the approach to understanding the foundations of music). This is what we have been doing in our music lessons **and** the understanding of what we have been doing in our music lessons.

The children have learnt that rhythm and pitch can be represented in many ways graphically, but now is the time to start using notation. This is a formal representation, how we write music down. The Understanding Music activity introduces all of these concepts and features. There are supporting theory videos and documents to assist learning.

Connections Between the Musical Spotlight and the Social Theme – How Does Notation Play a Part in Music Bringing People Closer Together?

We might not often think about it, but musical notation brings us closer to other people. It brings us closer by being able to share it with our friends.

Notation also brings the composer and the performer closer together. In this sense, music helps a composer or performer travel across space and time. Thanks to what he wrote down, we can ‘meet’ Wolfgang Amadeus Mozart, even though he lived more than 250 years ago in Austria! Because of the power of music, we get a sense of not only his musicality and creativity, but also his mood and feelings at the time he wrote it. Thanks to notation, we are instantly transported to the moment a musical idea happened in his head, many years ago. Thinking of it the other way around: 250 years ago, Mozart, as he wrote his ideas down, was communicating with *us* – many, many years ahead in the future. Notation is like a portal, a gateway into time travel, through music! Magic!

A third way that notation can help bring us closer together is by helping us coordinate our playing with other musicians. A Jazz band discovering a new piece can all look at copies of the same song sheet to help them work together to learn and perform it.

Can you think of any other ways musical notation can bring us closer together?

Further Exploration

These days, there are various ways to share a piece of music with someone without actually playing or singing it to them. Most commonly, we can stream or download a song from the internet to share music with another person. This is often shared through a variety of social media platforms, websites or apps. In addition, sound systems allow us to project the music, sometimes very loudly, for many people to share a recorded piece of music at the same time.

Before internet sharing and the smartphone era, and before sound system technology, the most common way to share music was through compact discs (CDs). Prior to that, it was cassette tapes; before that there were vinyl records (recently undergoing a comeback through the ‘vinyl revival’). All of these are ways to store and replay the sound of an original performance through the recreation of soundwaves. Such technology was only really possible in the last 150 years. Before that, the only way to share music without it actually being performed was by writing it down.

These days, a number one hit single means an audio recording has been downloaded, streamed and/or bought on a record or CD more than any other song. However, even as recently as 1900, the only equivalent way for a song such as Scott Joplin’s Maple Leaf Rag to be a ‘hit’ was for copies of its sheet music to outsell the sheet music of all other pieces of music. Similarly, the only way to share a piece with a friend without actually performing it was by sharing its sheet music.

What is sheet music? It is pages of paper (or virtual paper!) with music represented by printed musical notation – a codified way of representing music in writing in such a way that another musician can then play the piece. There are many ways to write down music in this way. The way that Japanese traditional music is written down is completely different to the way that a modern Heavy Metal guitarist might write down a guitar solo using guitar ‘tablature’ notation – and those are just two of many contrasting examples.

Nonetheless, the most globally common form of musical notation is often called ‘modern staff notation’, ‘Western notation’ or ‘standard notation’. Like all other types of musical notation, it was not created in one day, but has gradually evolved (just like the Roman alphabet) to be what it is today, and to suit the needs of musicians to best communicate their ideas. It is not a perfect system, but when used properly it can give us a pretty accurate idea of what the composer intended the musician to play.

You might like to ask children how *they* would write down music if they had been in charge of developing our musical notation. How would they show higher or lower notes? Longer or shorter? Louder or softer?

Why is notation still relevant and necessary to learn when we can now record music in other ways? It’s true that a recording can be helpful to a musician in learning how to play a piece of music, but it is still incredibly useful to be able to read and write music down. Having music written down allows the musician (or groups of musicians) to see the whole piece at once and to move around the piece to wherever they like, to practise different parts. It also shows the intentions of the composer, whereas a recording is just another musician’s interpretation (unless it is the composer playing the music!). There are also various other practical reasons for why notation is still incredibly useful to musicians.

Song-Centred Entry Points of Learning

The entry point for both the Musical Spotlight and Social Theme of each unit is a collection of new weekly songs. The songs are the heart of each lesson's learning. The Musical Spotlight is ‘lived and breathed’ through the musical resources and activities; the Social Theme is provoked by a question which teachers can use to venture into lively inquiry, discussion, debate and learning, and also to link to any cross-thematic or cross-curricular educational opportunities that might arise.

Lessons and Learning in a Spiral Curriculum

As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

Differentiation

Music education is extremely relevant to multiple aspects of differentiation for learning.

This Scheme is developed with the express intention of supporting each educator to cater for the variety of individual learner-types as they normally would like to, but through a music education lens.

Throughout the Units of Work, you will find that the guidance, supporting documentation and structure of the lessons in the Charanga resources take care of many of the more musical details, while empowering you to think about and adapt to the needs of the students you are teaching. In most cases, these will be students you probably already know very well from a holistic, learning perspective. Therefore, with these supporting materials and your existing teaching skills, you should be able to deliver any Charanga music lesson in a way that caters appropriately for the diversity in your classroom.

More detail and guidance on differentiation in music education and in our curricula can be found in the **Curriculum Overview** documents.

Teaching the Lessons of This Unit

This six-week Unit of Work is aligned with the official National Curriculum for Music and the non-statutory Model Music Curriculum Guidance published by the DfE in 2021. It is clearly sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.

It meets all the required standards, skills and knowledge needed for a full, holistic music education.

This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:

- Listening
- Singing
- Playing
- Improvising and Composing
- Performing

Supporting Documentation for This Unit

Lesson Documentation:

1. A full lesson plan including:
 - The musical features to be learnt
 - A summary of each activity
 - A learning focus for each activity
 - Knowledge and skills for each activity

A brief lesson plan including:

- The lesson structure
- A learning focus for each activity

2. A Listen and Respond Guide for each lesson

Unit Documentation:

1. An Understanding Music Guide
2. Assessment documentation including:
 - Teacher Assessment
 - Knowledge Organisers
 - Music Passports

Year Documentation:

1. A Key Stage 2 Guide
2. Year 3 Musical Progression
3. Year 3 Theory Guide
4. Style Indicators
5. Glossary

The Unit Structure

Baseline Quiz (Unit 1 in each year only)

Activity 1: Musicianship Options

Activity 2: Listening

Activity 3: Singing

Activity 4: Playing

Activity 5: Composing and Improvising

Activity 6: Performing

The Unit Structure Explained

- Steps 1–6 feature three different songs with connected musical activities.
- Steps 1, 3 and 5 include a Listen and Respond activity related to the song being learnt.
- Steps 2 and 4 include a different Listen and Respond activity for enrichment.
- Step 6 repeats one of the Listen and Respond activities for assessment purposes.
- Step 6 is an ‘Assessment Checkpoint’ week. Teachers have the option of delivering a standard music lesson or having the children complete some, or all, of the assessment tasks. Please refer to the **Assessment** documentation provided.

Activity Descriptions

Baseline Quiz (Step 1, Unit 1 only, beginning of each year)

This theory quiz will give you a snapshot of each individual child's musical knowledge at entry-level into each year. There is a more summative, general music quiz at the end of each unit and year.

Each quiz has a different number of questions and can be used to suit lesson pacing appropriately. The questions include music theory, listening questions and generalised questions about different styles of music. Each question is multiple-choice and allows you to select the correct answer before moving on.

The purpose of this quiz is to differentiate to the highest level and there will be some questions within these quizzes that are written with that in mind. It is important to gauge children's existing understanding and then to extend with new knowledge. If children have not covered the material before, you may wish to note down areas for development.

Activity 1: Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use Improve Together as an optional activity for variation and enrichment.

Understanding Music

In KS2, this activity supports the children in their understanding of duration, pulse, rhythm and pitch. Over time, this activity introduces a range of notation, time signatures and key signatures. It is designed to bring everyone together at the beginning of the lesson to learn, embed or revisit the music theory required for the year. This activity is essential to the development of children's knowledge, but feel free to sometimes use the Improve Together activity.

The musical content and progression of each Understanding Music activity can also be viewed in your **Understanding Music Guide**.

The Musical Features in the Understanding Music Activity for This Unit:

Tempo: 100 bpm (beats per minute = tempo)

Time signature: 4/4 (four crotchet beats in every bar)

Key signature: G major

Rhythmic patterns using: Minims, crotchets and quavers

Melodic patterns using: G, A and B

Improvise Together

This activity gives the children an opportunity to practise improvising together. There isn't an improvise activity connected to every song, so this can be used as an option. Here, they can practise their ideas together over a backing track. You can take it in turns to play when looping the track.

Time signature: 2/4 (two crotchet beats in every bar)

Key signature: C major

The children can use the notes: C, D and E or C, D, E, G and A

Activity 2: Listening

Listen and Respond

In this Unit, the children will listen and respond to the following:

Step 1: Home Is Where The Heart Is by Joanna Mangona

Step 2: Hallelujah Chorus From Messiah by George Frideric Handel

Step 3: Let's Work It Out Together by Joanna Mangona and Pete Readman

Step 4: The Loco-Motion by Gerry Goffin and Carole King, with Little Eva

Step 5: Please Be Kind by Joanna Mangona

This content-rich, interactive activity explores the impact that music can have on us, its design and cultural place; contextualising the music your students will listen to. Accompanying each lesson plan is a **Listen and Respond Guide**, with all the research and information that is needed for the children to complete the tasks and activities you and they will see on-screen.

Each subsequent musical activity that follows Listen and Respond reinforces the learning for musical knowledge and skills that culminate in a performance.

The Listen and Respond activity has four on-screen interactive tabs to work through:

1. Listen

Listen to the music together. Remember this is the first time the children will hear the music that is central to their learning for each lesson. Use the on-screen questions as a focus and discuss them together as a class before and after listening. This activity has been designed to explore the children's initial response to the music, how they might move, feelings and first impressions. As the children get older, this becomes an opportunity to consolidate previous learning, eg is it a style they have heard before, or is it an unusual time signature or groove?

2. Respond

It is important that the children respond in any way they feel comfortable. All responses are valid – musical and non-musical. The on-screen resource will focus on what is needed for that particular year.

Remember: each question has its own tile, don't click on the answer until the children have discussed the question. Use the discussion and the information from the tiles to learn about the particular features of the style of the song and its design.

3. Understand

This provides an opportunity for a class discussion about why the song was written and how the song connects to its social and cultural context. Use the discussion and the information from the tiles to learn about the background of the music or song. The 'Understand' tiles always have a key fact that is historical, a key fact that is cultural and a key fact that is cross-curricular. The 'Understand' tab facts will help the children connect the song to its cultural, historical and social context as appropriate.

4. Connect

The children will learn the style indicators of the song or music. Looking at the interactive musical timeline 'Connections: A Selection of Musical Styles and Their Origins' will help them to highlight the connections of the song/music to other styles and place it in time.

Activity 3: Singing

Learn to Sing the Song

You will have warmed up your voices in Understanding Music.

On the screen, you will have the option to break the song down into manageable learning sections. Add clapping and movement in the relevant sections and have fun!

There is an option to follow the score if you wish to see the notated version.

Unit 1 Songs to Be Learnt:

- **Song 1** – Home Is Where The Heart Is by Joanna Mangona
- **Song 2** – Let's Work It Out Together by Joanna Mangona and Pete Readman
- **Song 3** – Please Be Kind by Joanna Mangona

Activity 4: Playing

Play Your Instruments with the Song

Use the **Musical Progression** document for further guidance.

On the screen, you will see animated glockenspiels and recorders playing four differentiated parts. You decide with the children which parts are the most suitable for them. The sheet music is available, too. Some of these instrumental parts are challenging, but have been written so that every child has an opportunity to play. Their skills will build over time, so the children will probably swap between parts regularly.

Previously (in KS1), there has been a 'sound before symbol' approach. This approach is still an option, but show the children the notated parts as part of their learning. The **Music Theory Guide** and videos will support learning notation.

There are also four differentiated parts available for each band instrument; Part 1 is the harder part.

Instrumental parts are available for the following songs in this unit:

- **Step 1** – Home Is Where The Heart Is by Joanna Mangona
- **Step 3** – Let's Work It Out Together by Joanna Mangona and Pete Readman

These are the notes you will be using on glockenspiel or recorder. There are four differentiated parts; Part 1 is the hardest (this colour denotes deeper learning):

Songs	Instrumental Notes			
	Part 1	Part 2	Part 3	Part 4
Home Is Where The Heart Is (Glockenspiel) 4/4, C major, 140 bpm	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, D, E, F, G, A, B (Minims, crotchets)	C, D (Crotchets)
(Recorder)	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, F, G, A, B (Semibreves, crotchets, quavers)	C, F, G, A, B (Minims, crotchets)	F, G, A (Crotchets)
Let's Work It Out Together (Glockenspiel) 4/4, C major, 144 bpm	C, D, E, F, G, A (Minims, crotchets, quavers)	C, D, E, F, G, A (Minims, crotchets, quavers)	C, E, F, G, A (Minims, crotchets)	C (Crotchets)
(Recorder)	C, D, E, F, G, A (Minims, crotchets, quavers)	E, F, G, A, C (Minims, crotchets, quavers)	E, G, A, C (Minims, crotchets)	G (Crotchets)

Activity 5: Composing and Improvising

Use the **Musical Progression** document for guidance.

Think about the differences between improvising and composing.

As you know, when someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends. The music comes from inside the performer and belongs to them; it's not a question of doing it 'right' or 'wrong'. If the activity is set up properly within correct musical boundaries, children can only succeed.

You will be using three or five notes (see the relevant **Musical Progression** documents).

There are two songs in this unit to improvise and compose with, plus additional opportunities in the **Improvise Together**, **Create a Graphic Score**, **Compose with a Theme** and **Music Notepad** apps (this colour denotes deeper learning):

Songs	Improvising		Composing	
	3 notes	5 notes	3 notes	5 notes
Home Is Where The Heart Is 4/4, C major, 140 bpm	C, D, E	C, D, E, F, G	N/A	N/A
Let's Work It Out Together 4/4, C major, 144 bpm	N/A	N/A	C, D, E	C, D, E, G, A

Improvisation

In every unit, there is an opportunity for improvisation and for the children to express themselves. Each week, there is an option within 'Musicianship' to **Improvise Together** (see above), and with some songs, the children will also **Improvise with the Song**.

You can improvise all together, in groups or as a solo – you decide. As in KS1, the children can use their voices or clap (rhythmic improvisation) if they are unsure. Then, they can use one note and progress to two, three and five notes only when they are ready. Always start the improvisation with note one of the given sequence.

Composition

In every unit, there is an opportunity for composing and communicating the children's musical ideas and feelings.

- The composition could be a class task or an individual task.
- The composition could be presented on its own or as part of the performance of a unit song.

There is support in the **full lesson plans** as to how to approach these activities and you can watch an **accompanying video**.

There are four different composition options:

Option 1: Compose with the Song

In this activity, the children will create a melody. Choose the 'Compose with the Song' app in the lesson viewer and the notes provided to create a simple melody that will fit with the song. Choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that will be played with the song in its performance.

Creating the Compositions – A Whole-Class Activity:

Compose the melody with one person on the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed, children will learn to play it on their instruments, so keep it simple! You might want to split the class into groups for this activity if the children have access to iPads or computers.

Click 'play' on the composition screen and you will hear the backing track. Drag and drop the notes that you want to use in your composition. Note-names are written in the vertical column on the left-hand side.

Option 2: Create a Graphic Score

Create Your Own Graphic Score:

What Is a Graphic Score?

A graphic score is an exciting and creative way to write a musical composition. It involves using shapes, squiggles, letters, pictures and in fact, anything you would like to include that represents the music you are creating. With a graphic score, you can make up your own rules. You can be as imaginative as you like. Many composers from the 20th and 21st centuries used graphic scores instead of traditional Western European music notation to describe and record their musical ideas.

In this unit, the children will be given the option to create their own graphic scores with the title **Dreaming Of Mars**. They will use their imaginations to decide what will happen in the story and how they will tell it with sounds and instruments.

The children can create their graphic score/s as a class, in groups or individually using the 'Create a Graphic Score' app.

In this app, you have the ability to drag and drop a variety of shapes, instruments, musical symbols and text onto the page, as well as being able to draw your own designs. A graphic score gives you the freedom to assign any sound or action to a specific symbol, so when the music is played, you can follow your score and perform these sounds and actions along to the track.

Composing is all about experimenting and finding out what works and what doesn't. Work together, let ideas flow over the backing tracks. Create music freely, in a safe environment with no boundaries. Have fun!

The full lesson plan will guide you through this activity in depth.

How to Use the Graphic Score App

With the given theme or topic for each unit, the children can create their graphic score/s as a class, in groups or individually. Their graphic score/s will represent the music they create.

There is an option to add the following to the score:

- A variety of pre-designed shapes
- A selection of instrumental graphics
- Musical symbols and even notes
- Their own text
- Their own designs and images
- Colour

The score can represent anything at all, including pitch, dynamics, timbre, tempo, texture or even silence, as well as actions and movement to allow further creativity. Once the score is complete, press 'play' and it will scroll along in time with the backing track provided.

How Do I Set Up My Graphic Score Using the App?

- Press 'settings' and choose how you want your score to look. You can:
 - Choose a background
 - Decide if you want to see the barlines and beat divisions

How Do I Zoom in on Specific Areas of My Score?

- In the bottom right-hand corner of the app, there are + and - symbols which allow you to zoom in on specific areas of your score. If you press 'fit', it will display the entire score.

You Can:

- Use 'Line' drawings/shapes in your graphic score
- Use 'Block' shapes in your graphic score
- Use pictures of real instruments in your graphic score
- Use notation in your graphic score
- Write and add text into your graphic score

For the above, select the relevant tab and scroll through using the up and down arrows. Change colour by selecting the coloured circle. Place onto the score by dragging and dropping. Once on the score, click to enlarge/shrink/rotate, duplicate, move around or delete. Use the SHIFT key to drag in straight lines.

To Create Your Own Drawings in Your Graphic Score:

- Create your own drawings by selecting any of the three pen options to the right of the tabs. There is an option to use a fineliner, a thicker pen and a highlighter. Change the colour of all of them by selecting the pen you want to use and then clicking on the coloured circle above.

To Save and Print Your Graphic Score:

- Use the file menu to save and print your graphic score.

Option 3: Compose with a Theme

In this activity, the children will create a melody inspired by a theme: **Dreaming Of Mars**. It uses a backing track that describes the theme and that will inspire the composition. Choose the Compose with a Theme app in the lesson viewer and the notes provided to create a simple melody that will fit with the song. Choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that can be played to the class.

Option 4: Music Notepad

Using the Music Notepad app, create your own compositions as a class or in differentiated groups. The lesson plans will give you the information you need for your class to complete this activity, if chosen.

The home screen of the app allows you to tailor the settings of your composition by selecting the time and key signatures, clef and number of bars. Once these have been selected, you are able to notate your own composition.

Activity 6: Performing

Perform with the Song

Perform and share the learning that has taken place in each lesson and at the end of the unit.

Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practised with the song/s. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to organise a special concert at a different time. Talk together with the children about each element of the lesson/s and what they would like to perform. Share thoughts and feelings.

All aspects of the musical learning in these units are connected. The children don't just sing a song, they learn all aspects of it – its historical connections, its narrative, theory, cultural context and style. They then learn and perform the song, with options for improvising, composing, playing their instruments and, of course, movement. Being part of a performance can mean organising, presenting and recording it. If possible, record the performance; children can watch it and use it as a basis for assessment. Children will learn to revisit a performance and reflect on it in greater depth. They will discuss, contextualise and refine their ideas, and look back on the progress they have made. Consider how the children might improve the performance and how they might react to feedback.

Recording your 'end of lesson' sharing can be part of the **formative assessment** process. You will have the option to revisit and perform a song/s of your choice in Step 6 as part of the **summative assessment** process. Talk about the progress that has been made.

Performing is and should be a wonderful and joyful experience for everyone. It is important for children to learn how to behave when performing and when they are part of an audience. Both are important and both have a history of custom and practice in different venues and for different occasions. For some, performing music will become a key part of musicianship. For everyone, regular performance experience and attention to basic performing etiquette enable children to become happy, confident performers, who also feel at ease participating as part of an audience for other performers.

Activity 7: Quiz (Step 6)

Theory Quiz (Step 6 only, end of each unit)

This theory quiz summarises all of the musical learning that has taken place in the unit. There is also a more summative, general quiz for the entire year at the end of Unit 6. Each quiz has a different number of questions and can be used to suit lesson pacing and scheduling appropriately. Each question is multiple-choice and allows you to select the correct answer before moving on.

Unit Summary

Step	Activity 1: Musicianship Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	Option 1 Baseline Quiz Option 2 Understanding Music Option 3 Improvise Together	Home Is Where The Heart Is	Home Is Where The Heart Is	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
2	Option 1 Understanding Music Option 2 Improvise Together	Hallelujah Chorus From Messiah	Home Is Where The Heart Is	N/A	Options: - Improvise Together - Improvise with the Song	Perform and share what has taken place in the lesson
3	Option 1 Understanding Music Option 2 Improvise Together	Let's Work It Out Together	Let's Work It Out Together	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
4	Option 1 Understanding Music Option 2 Improvise Together	The Loco-Motion	Let's Work It Out Together	N/A	Options: - Compose with the Song - Create a Graphic Score: Dreaming Of Mars - Compose with a Theme: Dreaming Of Mars	Perform and share what has taken place in the lesson
5	Option 1 Understanding Music Option 2 Improvise Together	Please Be Kind	Please Be Kind	N/A	N/A	Perform and share what has taken place in the lesson
6	Option 1 Understanding Music Option 2 Improvise Together Option 3 Theory Quiz	Hallelujah Chorus From Messiah	Revisit a song of your choice	Play instrumental parts with your chosen song, if available	Option to revisit Improvise and Compose activities	Perform and share what has taken place in the lesson and prepare for a concert