

# Music

Subject: Music  
Year group: 3/4  
Cycle: A  
Focus: making and playing instruments.

## Intent

A quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increases their confidence, creativity and sense of achievement. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a wide genre of music.

### Specific Knowledge- Key Vocabulary

Ceremonies, processions, sistrum, ancient scale, accompany, drone pattern, pitched percussion, pulse, beat, dynamics, structure.



### How do previous questions/topics link to the current topic?

Will be more confident with notation and playing a musical instrument to simple notation (in Autumn term.)  
Have composed their own lyrics (in Autumn term.)  
Have more knowledge of tuned and untuned instruments.  
Have practised rhythmic stepping in time to a pulse.

### Enabling Knowledge

Music was important in the everyday life of the Ancient Egyptians. We know this from pictures and archaeology. The gods Hathor and Bes were gods of music and had many ceremonies dedicated to them.

Ancient instruments included rattles, hand-held drums, bells, castanets and an instrument called the sistrum. In the backing track for 'So Many Gods and Goddesses' hand-drums, tambourine drums with beaters, triangles and sistrum jingles can be heard and accompanied. Listen, appraise and learn this song finding the unusual 5 beat/bar pulse.

The song 'So many Gods and Goddesses' centres on a 'home' note of D and is based on an ancient scale - or 'mode' - which was probably common and very popular in Ancient Egypt

Make Ancient Egyptian sistrums to accompany the song and listen carefully to which part of song to accompany. More able musicians could practise a 3-note 'drone-pattern' played over and over on pitched percussion, keyboard, guitar or ukuleles: D A D' D A.

Children to practise differentiated instruments and singing and perform as an Ancient Egyptian march/ procession, marching in time to the pulse.

## Genres/ musicians to be studied



Ancient Egyptian instruments



So many Gods and Goddesses  
(Ancient Egyptian influenced piece.)

Assessment—apply learning: What 3 things shall I listen out for when listening to Ancient Egyptian music?