

Lesson Plans

Three Little Birds

All Unit Documents in One Place

This document contains all the supporting documentation for this unit in one complete PDF and includes the following:-

- Unit Overview
- Suggested Pathway Planning Document
- Lesson Plans

Three Little Birds by Bob Marley

A Reggae Song

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Three Little Birds - a reggae song.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **Lower KS2, Year 3/Ages 7-8** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step by step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step / weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of Lower KS2, Year 4/Ages 8-9)' document. (see supporting Assessment documentation). Your step by step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment') the remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is **The Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

How this Unit is Organised; Strands of Musical Learning:

1. **Listen and Appraise** the song Three Little Birds and other songs:
 - Three Little Birds by Bob Marley
 - Jamming by Bob Marley
 - Small People by Ziggy Marley
 - 54 - 46 Was My Number by Toots and The Maytals
 - Ram Goat Liver by Pluto Shervington
 - Our Day Will Come by Amy Winehouse

2. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
 - a. Warm Up Games (including vocal warm ups)
 - b. Flexible Games (optional extension work)
 - c. Learn to Sing the Song
 - d. Play Instruments with the Song
 - e. Improvise with the Song (and optional extension activities)
 - f. Compose with the Song

3. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

Teaching and Learning support for this unit:

Please use the accompanying **ACTIVITY MANUAL** for in-depth guidance, knowledge and understanding.

Listen & Appraise

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on screen.

The main unit song is Three Little Birds. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in steps 2-6.

See the individual Listen and Appraise step-by-step supporting documents for complete information.

Musical Activities

The children will be using instruments during this section of the unit.

Using band/orchestral instruments with classroom instruments to create an ensemble that engages all children is exciting! Dependent on the age of the children in your class, some will play these instruments and therefore want to bring them to the lesson - please encourage this. You wouldn't want to play a glock if you played the trumpet or violin.

Some of the instruments brought to the lesson might be transposing instruments. This means that they will need to play different notes in order to sound the same as a glock or recorder. Don't worry! Below is a list of instruments and the notes they will need to play to match classroom instruments in this unit. Remember that you can ask visiting music teachers to assist with instrumental issues.

Downloadable parts (sheets of printed music) are supplied for these instruments to play in the 'Play Instruments with the Song' section of this unit. There is also an option for classroom instruments to have notated parts on the screen to play along with as well as by ear. Remember, playing by ear or with a sound before symbol approach is the priority. Some of these parts may have few notes but employ more difficult rhythms. Please use glocks as your main classroom instrument unless you, as a teacher have experience playing the recorder.

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard
 - In the easy part, the notes used are: G and C
 - In the medium part, the notes used are: B and C

See instrumental parts for other band/orchestral instruments.

Notes to use in Warm-up Games, Improvisation and Composition:

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard

Notes to play: C, D E in this order (C is the home note and you will always start with C)

So, note 1 = C, note 2 = D and note 3 = E

- B \flat instruments: Clarinet, trumpet, cornet, tenor horn, euphonium, baritone, trombone in B \flat

Notes to play: E, F \sharp , G

So, note 1 = D, note 2 = E and note 3 = F \sharp

- E \flat instruments: Alto sax, E \flat horn

Notes to play: G, A, B

So, note 1 = A, note 2 = B and note 3 = C \sharp

Bronze, Silver and Gold Challenges are incorporated into the Games and Improvisation sections of this Unit of Work. These differentiated activities are NOT a measure of attainment but about building musical skills in a fun and challenging way over time.

A. Warm-up Games (including Vocal Warm Ups)

Have fun playing Rhythm and Pitch Games as you progress through the Bronze, Silver and Gold Challenges. All three (Bronze, Silver and Gold) Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver.

Get your instruments ready, you will need to use them after the pulse and copy back rhythm games. You can use band / orchestral instruments too if you wish.

Game 1 - Find the pulse, use your imagination.

Game 2 - Rhythm Copy Back:

- Bronze - 'Clap and say back the rhythms you hear. Use the on-screen words to help you'
- Silver - 'Your teacher will clap the first 4 rhythms for you to copy back. Your teacher will then choose 1 of you to clap the next 4 rhythms for the class to copy back'
- Gold - 'Choose 4 leaders to clap rhythms for the rest of the class to copy back'

Game 3 - Pitch Copy Back - Bronze without notation and Silver and Gold with notation:

- Bronze - Copy back: 'Listen and sing back' (no notation)
- Silver - Copy back with instruments, the first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note C'
- Gold - Copy back with instruments, the first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note C and sometimes D. You will always start on C'

Game 4 - Pitch copy back and vocal warm ups: Use your voices to copy back this time. Use 'La' when you are singing back.

B. Flexible Games (optional extension activity)

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three games tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver. The progression is in-built.

C. Learn to Sing the Song: Vocal Warm-ups and Singing

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in the Song Centre.

On the screen you will have the option to break the song down into manageable learning sections, this includes the optional 2nd vocal part. There is also a tempo

controller that will slow the song down to aid learning.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.

D. Play Instruments with the Song: With or Without Notation

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on screen if you are teaching a KS2/Age 7-11 class and want to introduce notation.

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole.

E. Improvise with the Song: using your voices and instruments

These activities have in built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested on the One-page lesson plan.

Bronze Challenge	Silver Challenge	Gold Challenge
Sing, Play and Copy back	Sing, Play and Copy back	Sing, Play and Copy back
Listen and sing back.	Listen and copy back using instruments, 1 note, C	Listen and copy back using instruments, 2 notes, C and D
Play and Improvise	Play and Improvise	Play and Improvise
Using your instruments, listen and play your own answer using 1 note, C.	Using your instruments, listen and play your own answer using the notes C and sometimes D.	Using your instruments, listen and play your own answer using the notes C and D.
Improvise!	Improvise!	Improvise!
Take it in turns to improvise using 1 note, C	Take it in turns to improvise using 1 or 2 notes, C and D.	Take it in turns to improvise using 2 notes, C and D.

On the screen you can select your activity:

1. Sing, Play and Copy Back

- Bronze - Singing copy back
- Silver - Copy back using your instruments, 1 note, C

- Gold - Copy back using your instruments, 2 notes, C and D. You will always start on a C

2. Play and Improvise! (You will be using the notes C and D).

Question and Answer using instruments:

- Bronze - Question and Answer using instruments using the note C in your answer
- Silver - Question and Answer using instruments using the notes C and sometimes D in your answer. Always start on a C
- Gold - Question and Answer using instruments using the notes C and D in your answer. Always start on a C

3. Improvisation! (You will be using the notes C and D).

- Bronze - improvise using 1 note, C
- Silver - improvise using 1 or 2 notes, C and D
- Gold - improvise using 2 notes, C and D

Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise or, play in groups.

Using the notes from your activity, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

Extension Activities For Improvisation

This resource is an optional extension activity.

F. Compose with the Song: using your instruments

Add a selection of the children's compositions during the playing/instrumental section of this song.

The on-screen Music Explorer Composition Tool will guide you through the following options.

Option 1: A way into composition with your class using up to 3 notes.

Option 2 (Extended option): A more differentiated approach to composition in groups using a mix of classroom and band/orchestral instruments.

Option 1

- Select '3 note set' (C, D and E). You can use 1, 2 or 3 notes in your composition.
- Select a view to get started - select 'Pulse'.

- Click play then find the pulse together as a class.
- Select the button next to the heart button near the bottom of the screen. This button is the Rhythm Grid button. This will bring up 8 empty bars on the screen. You can fill in those bars together. Drag and drop four 1's into the first bar and one 1 into the second bar. Repeat this onto the next three lines and click play. Clap along together. This rhythm is Bronze Improvisation Riff 1.
- Select the button next to the Rhythm Grid button which has 3 notes on it. This button is the Rhythm Notation button and when you click on this, the rhythm you created as a class will turn into rhythmic notation.

- Select the button next to the Rhythm Notation button. This button is the Note Grid button and the rhythm will turn into pitch. You have chosen the 3 note set so only have the choice of the notes C, D and E. Click on the notes and the pitch will change. Start with an C and end with a C (this is your 'home' note). Start to drag and drop simple rhythm blocks into the bars and then decide upon the pitches.
- Select the button to the right of the Note Grid button. This button is the Notation with note names button, and your composition will become formal notation with the note names written underneath for you all to play! Well done!
- If you select the final button this is the Notation button. Click this and the note names will disappear! (This is an option for extension work).
- Perform this together as part of the song you are learning.

Option 2 (Extended option)

- Work in groups.
- Select the appropriate note set to suit your instrumental group.
- Select a view to get started - you decide.
- Progress to creating an 8-bar composition for your group to play with block notation or formal notation, it's up to you.
- Perform to the class and decide which 2 compositions will be part of your performance.

Performing the Compositions

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

Which Instruments and Which Notes? (see Activity Manual for support)

Perform and Share

Remember to add some movement.

The structure of this song:

- *Introduction*
- *Chorus*
- *Verse*
- *Chorus*
- *Verse*
- *Chorus*
- *Chorus*
- *Chorus*

These are the options on the screen:

- Perform the whole song
- Perform the whole song with your activities of choice

Three Little Birds

6-week Suggested Pathway: Planning Document

Step	Listen and Appraise	Musical Activities	Performance	Extension Activities
1.	Three Little Birds by Bob Marley	a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Three Little Birds	Sing the song	Choose from the suggested ideas
2.	Jamming by Bob Marley Three Little Birds	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Play instrumental parts	Sing the song and play instrumental parts within the song	Choose from the suggested ideas
3.	Small People by Ziggy Marley Three Little Birds	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song	Choose from the suggested ideas
4.	54 - 46 Was My Number by Toots and The Maytals Three Little Birds	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose	Sing the song and perform composition(s) within the song	Choose from the suggested ideas

5.	Ram Goat Liver by Pluto Shervington Three Little Birds	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance	Choose from the suggested ideas
6.	Our Day Will Come by Amy Winehouse Three Little Birds	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Three Little Birds d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance	Prepare for the end-of-unit performance	Choose from the suggested ideas

Three Little Birds

Step 1 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the style indicators of Reggae music)

- **Listen and Appraise - Three Little Birds by Bob Marley:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.
- After listening, talk about the song and answer the questions together using correct musical language.

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Three Little Birds**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Three Little Birds:** Start to learn to sing the song.

Notes

3. Perform

- **Performance - Three Little Birds:** Perform and share what has taken place in today’s lesson - sing the song.

Notes

Continuous Assessment opportunities:

<p>Evidence Have you recorded and uploaded?</p>	
<p>Notable outcomes Musical? Social? Unexpected? Exciting?</p>	
<p>General learning focus for next time Discuss with pupils.</p>	

Three Little Birds

Listen and Appraise Step 1

Three Little Birds by Bob Marley

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Three Little Birds by Bob Marley

Information about the Song

Three Little Birds is a song by Bob Marley and The Wailers. It is the fourth track on side two of their 1977 album Exodus and was released as a single in 1980. It is one of Bob Marley's most popular songs. The song has been covered by numerous other artists.

No one is really sure where Bob Marley's inspiration for the lyrics of Three Little Birds came from. They're partly inspired by birds that Bob Marley was fond of, that used to fly and sit next to his home. However, three female singers from the reggae group I Threes, who did shows as backing singers with Bob Marley, claim it is a reference to them. After the song was written, Bob would always refer to them as the Three Little Birds.

Robert Nesta "Bob" Marley, (6 February 1945 – 11 May 1981) was a Jamaican singer-songwriter and musician. He was the rhythm guitarist and lead singer for the reggae band Bob Marley and The Wailers (1963–1981). Bob Marley is the most famous performer of roots reggae music, and has helped spread both Jamaican music and the Rastafari movement to a worldwide audience.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *One male singer with three female backing vocalists.*
- The backing/accompaniment: how many instruments? Which ones? *Keyboard, drums, bass, electric guitar and organ.*
- Which instruments plays the solo? *There are no solos but there is a well known riff played by guitar and organ in the introduction and repeated throughout the song.*
- Is there a hook? Yes: the words are “Don't worry about a thing..”. These words are in the chorus. The hook is not the title of the song in this case. The instrumental hook is the well known riff played throughout the song.
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture mostly stays the same apart from the backing vocals that are added mostly in the chorus.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics stay the same.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A roots reggae song, a black music style that developed in the 1970s and originated from Jamaica. Bob Marley defined the sound of roots reggae.*

2. What are the style indicators of roots reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*

- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

3. What are the style indicators in this song, ie how do I know this is roots reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Female backing vocals*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Chorus*
- *Verse*
- *Chorus*
- *Verse*
- *Chorus*
- *Chorus*
- *Chorus*

Three Little Birds

Step 2 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (continue to recognise the style indicators of Reggae music)

- **Listen and Appraise - Jamming by Bob Marley:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Three Little Birds (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Three Little Birds**
- b. **Flexible Games (an optional extension activity)**
- c. **Learn to Sing the Song - Three Little Birds:** Continue to sing the song.
- d. **Play Your Instruments with the Song:** New Musical Activity.

Notes

3. Perform

- **Performance - Three Little Birds:** Perform and share what has taken place in today’s lesson. Sing and play instrumental parts within the song.

Notes

Continuous Assessment opportunities:

<p>Evidence Have you recorded and uploaded?</p>	
<p>Notable outcomes Musical? Social? Unexpected? Exciting?</p>	
<p>General learning focus for next time Discuss with pupils.</p>	

Three Little Birds

Listen and Appraise Step 2

Jamming by Bob Marley

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Three Little Birds' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Jamming by Bob Marley

Information about the Song

Jamming is another song by the roots reggae band Bob Marley and The Wailers from their 1977 album Exodus. The song is about jam sessions. Jamming is when a band gets together and improvises around a song or tune they know. Bob Marley's wife Rita Marley and his children who were in a band called Ziggy Marley and the Melody Makers, have performed the song during a tribute concert to Bob.

Robert Nesta "Bob" Marley, (6 February 1945 – 11 May 1981) was a Jamaican singer-songwriter and musician. He was the rhythm guitarist and lead singer for the reggae band Bob Marley and The Wailers (1963–1981).

Bob Marley is the most famous performer of roots reggae music, and has helped spread both Jamaican music and the Rastafari movement to a worldwide audience.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male with female backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Keyboard, drums, bass, electric guitar and organ. There is added percussion too.*
- Which instruments plays the solo? *There are no solos.*
- Is there a hook? Yes: it's in the chorus: The words are "Jammin"
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture stays the same until the bridge section of the song where the groove breaks down.*
- The tempo: is it fast, slow or inbetween? *Laid back.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics do not vary that much.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A roots reggae song, a black music style that developed in the 1970s and originated from Jamaica. Bob Marley defined the sound of roots reggae.*

2. What are the style indicators of roots reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
- *Often female backing vocals.*

- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

3. What are the style indicators in this song, ie how do I know this is roots reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Female backing vocals*
- *The lyrics include Rastafarian references, “ Holy Mount Zion..” in the bridge.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Chorus - “Jamming” (the chorus always starts with “Jammin” otherwise the words differ)*
- *Verse 1*
- *Chorus*
- *Verse 2*
- *Chorus*
- *Bridge - “Holy Mount Zion..”*
- *Chorus*
- *Verse 3*
- *Chorus into outro - voices jam here*

Three Little Birds

Step 3 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (continue to recognise the style indicators of Reggae music)

- **Listen and Appraise - Small People by Ziggy Marley:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Three Little Birds (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Three Little Birds**
- b. **Flexible Games (an optional extension activity)**
- c. **Learn to Sing the Song - Three Little Birds:** Continue to sing the song.
- d. **Play Your Instruments with the Song:** Revisit your learning from the last step.
- e. **Improvise with the Song:** New Musical Activity: Clap and Improvise, Sing, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation).

Notes

3. Perform

- **Performance - Three Little Birds:** Perform and share what has taken place in today’s lesson. Sing the song and improvise using voices and/or instruments within the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Three Little Birds

Listen and Appraise Step 3

Small People by Ziggy Marley

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Three Little Birds' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Small People by Ziggy Marley

Information about the Song

Ziggy Marley and The Melody Makers made a guest appearance on the popular kids television show Sesame Street in the 1991-92 season, and sang a Sesame Street version of the song Small People from their 1991 album Jahmekya.

David Nesta "Ziggy" Marley (born 17 October 1968 in Trenchtown, Jamaica) is a Jamaican musician and leader of the band Ziggy Marley and The Melody Makers. He is the eldest son of famous reggae musician Bob Marley.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male with female backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Keyboard, drums, bass, electric guitar and organ.*
- Which instruments plays the solo? *There is no solo in this song.*
- Is there a hook? *Yes: it's in the verse. The words are 'Small people'.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture stays very much the same throughout the song.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics stay the same.*

What is the Style of this Music?

1. Is it pop/rock/blues/gospel/ballad/R&B/rap/soul? *A roots reggae song, a black music style that developed in the 1970s and originated from Jamaica. Bob Marley defined the sound of roots reggae.*

2. What are the style indicators of roots reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

3. What are the style indicators in this song, ie how do I know this is roots reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Female backing vocals.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1*
- *Verse 2*
- *Introduction*
- *Verse 3*
- *Bridge*
- *Verse 4*
- *Tag ending*

Three Little Birds

Step 4 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (continue to recognise the style indicators of Reggae music)

- **Listen and Appraise - 54 - 46 Was My Number by Toots and The Maytals:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Three Little Birds (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Three Little Birds**
- b. **Flexible Games (an optional extension activity)**
- c. **Learn to Sing the Song -Three Little Birds:** Sing the song.
- d. **Play Your Instruments with the Song:** Option to revisit your learning from the last step.
- e. **Improvise with the Song:** Revisit Sing, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation).
- f. **Compose with the Song:** New Musical Activity for this step.

Notes

3. Perform

- **Performance - Three Little Birds:** Perform and share what has taken place in today’s lesson. Sing the song and perform your composition(s) within the song.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Three Little Birds

Listen and Appraise Step 4

54-46 Was My Number by Toots and The Maytals

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Three Little Birds' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

54-46 Was My Number by Toots and The Maytals

Information about the Song

54-46 Was My Number is a song by Fred "Toots" Hibberd recorded by Toots and The Maytals . It was written in 1971 and was one of the first reggae songs to receive widespread popularity outside Jamaica. It has been covered many times.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male vocals with backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Keyboard, drums, bass, electric guitar and organ.*
- Which instruments play the solo? *Guitar, keyboard and bass play riffs throughout and there is a keyboard and organ solo at the end of the song.*
- Is there a hook? *Yes: it's in the chorus. The words are '54-46 was my number'.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture is thin at the start of the song. There is a slow introduction using solo voice with the instruments filling in the breaks, when the groove starts it stays the same until the bridge sections of the song where there is call and response using voice and instruments.*
- The tempo: is it fast, slow or inbetween? *Laid back.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics in the bridge section.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A reggae song.*
2. What are the style indicators of reggae music?
 - *The bass guitar and drums are brought to the foreground of the music.*
 - *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
 - *Slowish tempo with a laid back feel.*
 - *Bass guitar plays melodic lines and is prominent in the song.*
 - *The drums and bass set up a particular groove avoiding the first beat of the bar.*
 - *Bass guitar plays short line of melody or short phrases.*
 - *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
 - *Keyboard and organ also play on the offbeat but add extra melodies too.*
 - *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
 - *Often female backing vocals.*
 - *The lyrics often talk about Rastafarian beliefs.*
 - *The lyrics often have a political message.*

3. What are the style indicators in this song, ie how do I know this is reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Slow introduction with voice and instruments but with no pulse or groove, lead by the vocals Second part of the introduction, the groove comes in - "I say yeah...."*
- *Verse 1*
- *Verse 2*
- *Bridge - "Give it to me ..."*
- *Chorus - "54-46 was my number.."*
- *Introduction again - "I say yeah..."*
- *Improvisation section - vocal improvisation with backing*
- *Bridge*
- *Improvisation section vocals and organ*

Three Little Birds

Step 5 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (continue to recognise the style indicators of Reggae music)

- **Listen and Appraise - Ram Goat Liver by Pluto Shervington:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Three Little Birds (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Three Little Birds**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Three Little Birds:** Sing the song.
- Play Your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- Compose with the Song:** Option to revisit this activity.

Notes

3. Perform

- **Performance - Three Little Birds:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes

Continuous Assessment opportunities:

<p>Evidence Have you recorded and uploaded?</p>	
<p>Notable outcomes Musical? Social? Unexpected? Exciting?</p>	
<p>General learning focus for next time Discuss with pupils.</p>	

Three Little Birds

Listen and Appraise Step 5

Ram Goat Liver by Pluto Shervington

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Three Little Birds' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Ram Goat Liver by Pluto Shervington

Information about the Song

In 1974, a friend of Pluto's saw an accident on the way to the recording studios. When he got to the studio he told Pluto Shervington about it. "You would not believe what I saw a while ago. I saw a minibus kill a goat in the street. There was a guy standing beside me on the sidewalk. He said all we need now is a pound of rice and we have lunch!"

By the end of the week, Pluto had recorded a song based on the story. The song became a hit and, 35 years later, is one of the classics of Jamaican music. It has become a folk song.

Pluto Shervington was born 13 August 1950 in Kingston Jamaica. He is a reggae musician, singer, engineer and producer. Shervington began his career in the early 1970s as a member of a showband where the songs were sung in heavy patois (Jamaican language). He recorded Ram Goat Liver in a similar style.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male lead with female backing singers in the chorus.*
- The backing/accompaniment: how many instruments? Which ones? *Keyboard, drums, bass, electric guitar.*
- Which instruments plays the solo? *There is a guitar solo towards the end of the song over the chorus.*
- Is there a hook? *Yes, as in the chorus: 'Ram goat liver..'*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture thickens in the chorus with added backing vocals. The keyboard and guitar echo the vocals in the chorus.*
- The tempo: is it fast, slow or inbetween? *Laid back.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics are the same throughout the song.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Reggae music.*
2. What are the style indicators of reggae music?
 - *The bass guitar and drums are brought to the foreground of the music.*
 - *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
 - *Slowish tempo with a laid back feel.*
 - *Bass guitar plays melodic lines and is prominent in the song.*
 - *The drums and bass set up a particular groove avoiding the first beat of the bar.*
 - *Bass guitar plays short line of melody or short phrases.*
 - *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
 - *Keyboard and organ also play on the offbeat but add extra melodies too.*

- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

3. What are the style indicators in this song, ie how do I know this is reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *This song includes the Jamaican language, Patois.*
- *This song has become a Jamaican folk song.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1 - "Sunday.."*
- *Verse 2 - "EE Lick.."*
- *Chorus - " Ram goat liver.."*
- *Verse 3 - "Well..."*
- *Verse 4 - "Two..."*
- *Chorus*
- *Verse 5 - " Well I pop.."*
- *Verse 6 - "Before too long.."*
- *Chorus*
- *Guitar solo over chorus*
- *Chorus*
- *Chorus*

Three Little Birds

Step 6 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (continue to recognise the style indicators of Reggae music)

- **Listen and Appraise - Our Day Will Come by Amy Winehouse:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Three Little Birds (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- a. **Warm-up Games (including vocal warm-ups) - Three Little Birds**
- b. **Flexible Games (an optional extension activity).**
- c. **Learn to Sing the Song - Three Little Birds:** Sing the song.
- d. **Play your Instruments with the Song:** Revisit this activity.
- e. **Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- f. **Compose with the Song:** Option to revisit this activity.

Notes

3. Perform

- **Performance - Three Little Birds:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes

Continuous Assessment opportunities:

Evidence Have you recorded and uploaded?	
Notable outcomes Musical? Social? Unexpected? Exciting?	
General learning focus for next time Discuss with pupils.	

Three Little Birds

Listen and Appraise Step 6

Our Day Will Come sung by Amy Winehouse

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening, the answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Three Little Birds' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Our Day Will Come sung by Amy Winehouse

Information about the Song

Our Day Will Come is a popular song composed by Bob Hilliard and Mort Garson, which was a number 1 hit in 1963 for Ruby and The Romantics. This original version was a mid tempo pop/latin style. There have been many different cover versions of this song in many styles. Amy Winehouse covered this song in a reggae style on her 2011 album *Lioness: Hidden Treasures*.

Amy Jade Winehouse (14 September 1983 – 23 July 2011) was an English singer and songwriter known for her powerful deep vocals and her mix of musical styles including R&B, soul and jazz. She had many successful albums and won lots of music awards.

In 2007 she won a Brit Award for Best British Female Artist; she had also been nominated for Best British Album. Winehouse died of alcohol poisoning on 23 July 2011. Her album *Back to Black* subsequently became the UK's best selling album of the 21st century.

Do You Like the Song?

It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Female lead vocalist with male backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *Keyboard, organ, bass, electric guitar, drums and sax.*
- Which instruments plays the solo? *Organ.*
- Is there a hook? Yes: *"Our day will come"...in the verse.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture is quite thick throughout the song with all the instruments playing all the way through.*
- The tempo: is it fast, slow or inbetween? *Inbetween and laid back.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The dynamics stay the same.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Reggae music.*

2. What are the style indicators of reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*

- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

3. What are the style indicators in this song, ie how do I know this is reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *The guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1 - "Our day will come"..*
- *Verse 2 - "Our day will come"..*
- *Organ solo over the first half of the verse*
- *Vocals back in the second half of the verse - " Our dreams have magic because.."*
- *Tag ending with vocal improvisation*