

Subject: Music Year 3

What are the aims and intentions:

That all the children:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	<u>Autumn 1</u> Pulse The Change Train Use the Force <u>Autumn 2</u> Rhythm Let your spirit fly I'm gonna be your friend	<ul style="list-style-type: none"> • keep a steady pulse in a group and solo without musical accompaniment • demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos. • perform more extended rhythms that use crotchets, quavers, minims and their rests. 	<ul style="list-style-type: none"> • listen with attention to detail in different pieces of music. • appreciate a wide range of music from different traditions, composers and musicians. 	How is rhythm best described? How is pulse best described? In what ways can we create rhythms?
	Key Vocabulary	rhythm, pulse, syllables, tempo, crotchets, minim, quavers, rest.		
		Cultural Capital: Durham Big sing, Christmas Carols		
Spring	<u>Spring 1</u> Melody and notation. Vegetables and Fruit Dem Bones Food groups are rockin' tonight <u>Spring 2</u> Active Listening Range of songs from different music genres	<ul style="list-style-type: none"> • perform using 3 pitched notes and simple rhythms • Identify and describe musical features in pieces from different traditions. • Identify the stave, lines and spaces, and clef. • understand the differences between crotchets and paired quavers. • understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. • improve their work 	<ul style="list-style-type: none"> • use musical words (the elements of music) to describe a piece of music and compositions • explain how their work has improved • use dot notation to show higher or lower pitch. • sing or playback simple melodies • compose using 3 pitched notes and simple rhythms 	How is the melody best described? What textures can you hear in different pieces of music? What does notation help musicians to do? How many beats does a crotchet/minim/semibreve last for? What is active listening? What features make jazz music recognisable? What features make blues music recognisable?
	Key Vocabulary	Stave, clef, pitch, melody, notation, higher, lower, quavers, crotchets, minim, semibreve, rest.		
		Cultural Capital:		
Summer	<u>Summer 1</u>	<ul style="list-style-type: none"> • create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. 	<ul style="list-style-type: none"> • become more skilled in improvising (using voices, tuned and untuned percussion and 	Can you use different elements in your composition?

	<p>Composing and improvising. Two piles of stones Tutankhamun Ukulele/ Recorders</p> <p><u>Summer 2</u> Performing. The way in which plants grow Digging in the garden I love the flowers Ukulele/ Recorders</p>	<ul style="list-style-type: none"> • use tuned percussion/ melodic instruments as well as the voice to perform 3 plus note melodies and simple rhythms. 	<p>instruments played in whole class/group/individual/instrumental teaching)</p> <ul style="list-style-type: none"> • use different elements in their composition • create accompaniments for tunes • combine different sounds to create a specific mood or feeling • use listening skills to correctly order phrases using dot notation. 	<p>Can you create accompaniments for tunes? Can you combine different sounds to create a specific mood or feeling? Can you sing in tune with expression? Can you control your voice when singing? Can you play clear notes on instruments?</p>
	Key Vocabulary	compose, perform, improvise, tuned, voice, instruments, mood, feeling, notation, arrangements, combine, note		
	Cultural Capital: Proms on the Yard			