

Music			
YEAR 3	<p>AUTUMN FOCUS Learn to play an instrument: Recorder</p> <p>VISIT/TRIP/DISPLAY: Perform to an audience</p> <p>Final piece: Class Performance</p> <p>Opportunities for Exploring Diversity</p>	<p>SPRING FOCUS Environment Music Focus: Composition (Topic: Our Local Legacy)</p> <p>VISIT/TRIP/DISPLAY: Display in classroom with topic</p> <p>Final piece: Create a class performance comprising of a song and composition</p> <p>Opportunities for Exploring Diversity Steel drums - Trinidad Music from around the world WBD – whole school Chinese New Year – whole school</p>	<p>SUMMER FOCUS First half/ Yr 3 & 4 Production: Splash Time/In The Past</p> <p>VISIT/TRIP/DISPLAY: Performance to an audience</p> <p>Final piece: Class Production</p> <p>Opportunities for Exploring Diversity Play: Splash - Musical comedy version of Noah's Ark</p>
Artist/Texts/websites	Charanga	Music Express	Splash: Music Music Express
Skills	<p>The national curriculum for music aims to ensure that all pupils:</p> <p>Perform -</p> <ul style="list-style-type: none"> Keep a steady beat on an instrument in a group or individually Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat Use tuned percussion with increasing confidence Copy a short melodic phrase by ear on a pitched instrument Play using symbols including graphic and /or simple traditional notation Follow simple hand directions from a leader Perform with an awareness of others Combine musical sounds with narrative and movement 	<p>The national curriculum for music aims to ensure that all pupils:</p> <p>Singing -</p> <ul style="list-style-type: none"> Sing in two-part harmony <p>Playing Instruments -</p> <ul style="list-style-type: none"> Accompany a song with a melodic ostinato on tuned percussion <p>Composing -</p> <ul style="list-style-type: none"> Select descriptive sounds to accompany a poem Choose different timbres to make an accompaniment Make choices about musical structure 	<p>The national curriculum for music aims to ensure that all pupils:</p> <p>Singing -</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with confidence, singing an increasing number from memory Show increasing accuracy of pitch and awareness of the shape of a melody Imitate increasingly longer phrases with accuracy With an awareness of the phrases in a song Understand that posture, breathing and diction are important Demonstrate an awareness of character or style in performance Chant or sing a round in two parts Sing songs with a recognised structure (verse and chorus/call and response)

- Perform a composed piece to a friendly audience, as a member of a group or class

Key Vocabulary
(new vocabulary in bold underlined)

Steady beat, Rhythm (patterns of long and short sounds played within a steady beat), **Ostinato** (short rhythmic or melodic pattern which is repeated over and over), **Pitch** (notes moving by step/leap), **Phrase** (a small unit of a melody, often corresponding to a line of a song), Repetition, **Musical symbol** (any written representation of a sound),

1-beat note (crotchet)	Half-beat rest – do not play for a half beat (quaver rest)	Time signatures Count 3 beats in every bar Count 4 beats in every bar Count 6 half beats in every bar
2-beat note (minim)	1-beat rest – do not play for 1 beat (crotchet rest)	
4-beat note (semibreve)	2-beat rest – do not play for two beats (minim rest)	
Half-beat note (quaver)	4-beat rest – do not play for 4 beats (semibreve rest)	First time bar Second time bar
Two half-beat notes together make one beat	Repeat sign – go back to the beginning and play the tune again	
Triplet – 3 notes which together make 1 crotchet beat	Repeat signs – play the music between these signs twice	Play to the repeat sign at the end of the first-time bar. Go back to the beginning, repeat, miss out the first-time bar, then play the second time bar. Sharp sign – the note a little higher F# is between notes F and G Flat sign – the note a little lower B b is between notes B and A Tied note sign – joins 2 notes which are the same. Don't play the 2 nd note, but hold the 1 st note for the total number of beats. Slur sign – joins 2 different notes together. Play the 1 st note, then play the next note without 'tonguing', in the same breath, to make it smooth.
A dot at the side of the note makes it half as long again Dotted minim is 3 beats long (2 beats + 1 beat) Dotted crotchet is 1½ beats long (1 beat + ½ beat)	Sharp sign – the note a little higher F# is between notes F and G Flat sign – the note a little lower B b is between notes B and A	
Staccato – a dot under or over a note means stop the sound quickly	Natural sign – cancels out a sharp or flat sign	

Timbre (sound quality of individual), **Ostinato** (short rhythmic or melodic pattern which is repeated over and over), **Pitch** (notes moving by step/leap), **Drone** (sound or sounds played constantly throughout all or part of a piece of music as an accompaniment), **Tempo** (steady, faster, slower,), Dynamics (louder, quieter), Expression (the emotion in music), **Ternary** (a structure of music which has three sections, in which the first is repeated: A B A), **Rondo** (a structure that has a recurring theme (A) alternating with contrasting sections: A B A C A D A), **Chorus** (the part of a song which repeats between the verses), **Verse** (the section of a song which generally 'tells the story'), **Rhythm** (patterns of long and short sounds played within a steady beat), **Phrase** (a small unit of a melody, often corresponding to a line of a song), **Soundscape** (a picture in sound),

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Opportunities for Learning / Cross Curricular

Maths - Counting
History - History of instruments

Topic - Our Local Legacy/environment
Maths – counting
English - oracy

RE - Noah's Ark
English - Oracy
Geography - Extreme weather conditions

Learning Overview / WALTs

Week 1
WALT: hold a recorder correctly
WALT: blow correctly
KQ: Is your left hand at the top or bottom?

Week 2
WALT: play B
KQ: Can you count to 4 (clapping) in a steady beat?

Week 3
WALT: perfect B whilst reading music
KQ: Can you play, 'Lazy, Crazy Kangaroo' (by following the music)?

Week 4
WALT: play A (A is For Annie's Animals)
KQ: How is A notated musically?

(Environment)
Week 1
WALT: select descriptive sounds to accompany a poem
WALT: sing in two-part harmony
KQ: Could the sounds be more descriptive, e.g. louder or quieter; repeated; longer or shorter?

Week 2
WALT: explore timbre to create a descriptive piece of music
KQ: Was there a part of the score that was difficult to follow?

Week 3
WALT: develop the lyrics of a song
KQ: What geographical features, buildings and amenities can you name in our local area?

(Performance)
Week 1
WALT: listen, reflect and appraise
KQ: Can you identify a steady beat? A rhythmic pattern?
KQ: What instruments can you identify?

Week 2
WALT: show increasing accuracy of pitch and awareness of the shape of a melody
KQ: Which word(s) is your voice at the highest/lowest point?

Week 3
WALT: imitate increasingly longer phrases with accuracy
KQ: Which phrases are easier to remember and why?
KQ: How can we help ourselves learn the more challenging ones?

Week 5
WALT: perfect A (incorporating both notes, B and A)
KQ: Which are the trickiest notes to play and why?

Week 6
WALT: secure B and A
KQ: Can you follow the music, 'No More Animals Annie!'?

Half Term

Week 7
WALT: play G (G Is For Game Boy George - Part 1)
KQ: What do you notice about the first 3 bars of the song? (repeated)

Week 8
WALT: play G (G Is For Game Boy George - Part 2)
KQ: What does this symbol  mean?

Week 9
WALT: secure G, B and A (G Is For Game Boy George - altogether))
KQ: How could we have improved our performance of the song?

Week 10
WALT: play E (E is For Esha's Earrings - Part 1)
KQ: Which holes are covered to play E?

Week 11
WALT: play E (E Is For Esha's Earrings - Part 2)
KQ: What does this symbol  mean?

Week 12
WALT: secure E, G, B and A (E Is For Esha's Earrings - altogether)
KQ: Which part of the music was the most challenging to read?

(Building)

Week 4
WALT: understand how music can be organised in sequences
KQ: Do you think the sounds match the jobs and tools?

Week 5
WALT: understand how music can be organised in layers
KQ: Was it harder to start the piece of music or to be in the second group following it?

Week 6
WALT: make music using our own ideas
KQ: Could we have improved the class composition?

Half Term

(Sounds)

Week 7
WALT: learn how sounds are produced and instruments are classified
KQ: How does the player create the music? Which classification do stamping tubes belong to?

Week 8
WAL: about idiophones
WA: developing an understanding of call and response
KQ: How many sizes of steel pans are combined to make a steel band?

Week 9
WAL: about chordophones
WA: creating a call and response
KQ: What do you notice about the length of the phase?

(Poetry)

Week 10
WALT: enhance and extend the performance of a poem using vocal patterns
KQ: Can you suggest movements for 'fast and slow', 'high to low', 'to and fro' and 'watch me go'?

Week 11
WALT: explore contrasting moods and effects as part of a performance

Week 4
WALT: understand that posture, breathing and diction are important
KQ: What position is ideal for singing and why?

Week 5
WALT: demonstrate an awareness of character or style in performance
KQ: How has the music changed to create a different style/character? What atmosphere is created?

Week 6
WALT: perform in front of an audience
KQ: What elements need to be remembered for a great performance?

Half Term

(Time)

Week 7
WALT: Identifying the metre in a piece of music
KQ: What is the metre?

Week 8
WALT: Identifying and performing an ostinato
KQ: What is an ostinato?

Week 9
WALT: Performing rhythmic ostinato individually and in combination
KQ: Can we perform in groups showing rhythm notations?

(In The Past)

Week 10
WALT: Understand pitch
KQ: Can you follow the conductor to sing an improvised three-note melody?

Week 11
WALT: Understand and use pitch notations
KQ: Can you learn a drone accompaniment to Back in time using tuned percussion?

Week 12

		<p>KQ: Can we chant the whole poem together, marking the four-beat gaps with the silent actions?</p> <p>Week 12</p> <p>WALT: combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece</p> <p>KQ: Is there any way we could have improved our, 'Bug Chant' performance?</p>	<p>WALT: Read simple rhythm notation</p> <p>KQ: Can you identify and play the tambour rhythm pattern in a listening extract?</p>
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