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| **National Curriculum Coverage** | **Year 3 focus**  **Children should be taught to:**   * 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. | | | | | | | | | |
| **Concepts** | * **Perform**- This concept involves understanding that music is created to be performed. * **Compose** - This concept involves appreciating that music is created through a process which has a number of techniques. * **Transcribe** - This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. * **Describe music-** This concept involves appreciating the features and effectiveness of musical elements | | | | | | | | | |
| **Procedural Knowledge (Skills)** | **Listen and appraising**  ● To confidently identify and move to the pulse.  ● To think about what the words of a song mean.  ● To take it in turn to discuss how the song makes them feel.  ● Listen carefully and respectfully to other people’s thoughts about the music. | | **Singing**  ● To sing in unison and in simple two-parts.  ● To demonstrate a good singing posture.  ● To follow a leader when singing.  ● To enjoy exploring singing solo.  ● To sing with awareness of being ‘in tune’.  ● To have an awareness of the pulse internally when singing. | | **Playing**  ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song.  ● To listen to and follow musical instructions from a leader. | | **Composition**  Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | **Performance**  ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. | |
| **Declarative Knowledge** | **Listen and appraising**  ● To know five songs from memory and who sang them or wrote them.  ● To know the style of the five songs.  ● To choose one song and be able to talk about:  ○ Its lyrics: what the song is about  ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)  ○ Identify the main sections of the song (introduction, verse, chorus etc.)  ○ Name some of the instruments they heard in the song | | **Singing**  To know and be able to talk about:  ● Singing in a group can be called a choir  ● Leader or conductor: A person who the choir or group follow  ● Songs can make you feel different things e.g. happy, energetic or sad  ● Singing as part of an ensemble or large group is fun, but that you must listen to each other  ● To know why you must warm up your voice | | **Playing**  To know and be able to talk about:  ● The instruments used in class (a glockenspiel, a recorder) | | **Composition**  To know and be able to talk about:  ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  ● Different ways of recording compositions (letter names, symbols, audio etc.) | | **Performance**  To know and be able to talk about:  ● Performing is sharing music with other people, an audience  ● A performance doesn’t have to be a drama! It can be to one person or to each other  ● You need to know and have planned everything that will be performed  ● You must sing or rap the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music | |
| **Term** | A1 | | | Sp1 | | | | S1 | | |
| **Eras/ Genres of Music** | R n B | Using glockenspiels | | Reggae | | Traditional Folk tunes from around the world. | | Disco | | Classical |
|  | RnB is a mixture of Soul, Hipp Hop and Gospel music. Other RnB singers include Beyonce, Usher, Rihanna and Stevie Wonder. |  | | Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide. | | This story tells the story of Lesley the Drgaon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. | | Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York. | |  |
| **Key Vocabulary** | Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody | Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody | | Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae | | Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody. | | Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody. | |  |