

Year 3 Music			Autumn Term
<b>National Curriculum Link:</b> Music Programmes of Study			
<b>Enrichment:</b> Harvest Festival, Remembrance, Christmas			
<b>Prior Learning:</b> Year 1 and 2 objectives			
<b>Key Essential Skills and knowledge:</b>			
<u>Vocal Development</u>			
<ul style="list-style-type: none"> <li>I can explore ways to use speaking voice with added expression and vocal tone.</li> <li>I can pitch match, so-la-so-mi intervals.</li> <li>I can work towards singing in two part canon.</li> <li>I can place so-la-mi on the music staff.</li> </ul>			
<u>Rhythmic Development</u>			
<ul style="list-style-type: none"> <li>I can maintain a steady beat to a variety of tempos.</li> <li>I can work towards maintaining beat in groups of 2 or 3 with strong and weak beat.</li> <li>I can work on more complex words/syllabic rhythms.</li> </ul>			
<u>Instrumental Development</u>			
<ul style="list-style-type: none"> <li>I can continue to use body percussion to perform beat, words/syllabic rhythms and ta, ti-ti and sa patterns.</li> <li>I can use untuned percussion to perform beat and simple time rhythm.</li> </ul>			
<u>Enhance/Improve/Compose</u>			
<ul style="list-style-type: none"> <li>I can begin to identify very fast and very slow tempos.</li> <li>I can begin to identify very loud and very soft dynamics.</li> <li>I can begin to identify and apply smooth/short-detached articulation.</li> </ul>			
<u>Listening Development</u>			
<ul style="list-style-type: none"> <li>I can begin to identify the mood intent/emotion through discussion of melody, rhythm, tempo, dynamics, articulation, and instrumentation.</li> <li>I can express verbally, artistically or in written form, the images that the music evokes in me.</li> </ul>			
<b>Sticky Knowledge:</b>			
<ul style="list-style-type: none"> <li>To accurately pitch-match so-la-so-mi intervals.</li> <li>To show melodic contour and use solfege hand-signs for so-la-so-mi.</li> <li>To maintain a steady beat to a variety of tempos.</li> <li>To perform more complex word/syllabic rhythms.</li> <li>To use body percussion and untuned percussion to perform beat and simple time rhythms.</li> <li>To understand the different tempos, dynamics and articulations focused upon.</li> </ul>			
<b>Vocabulary:</b> Canon Melody ostinato Stepping/skipping notes	Marching beat Skipping beat	Recorder Wind instrument	Very fast/very slow Very loud/very soft  Musical styles/genres
<b>Content:</b>			
<ul style="list-style-type: none"> <li>Singing in every lesson</li> <li>Movement linked to pulse</li> <li>Playing instruments</li> <li>Listening</li> <li>Experimenting and creating</li> </ul>			
<b>Thinking Deeper:</b> Using the knowledge given to listen to different repertoire and identify key characteristics and mood/emotion.			

**Possible books/resources:**

Puppets, YouTube Videos, Picture books, instruments, flash cards, staff cards, keyboard cards.

**Links:**

**Subject Specific links** – geography –world knowledge/music; English -oral discrimination and listening, lyric writing/poetry; maths- patterning, fractions; science-sound production; history-music genres & periods in history; P.E.-co-ordination; RE-festivals & celebrations.

**Personal development** – performance, confidence, self-esteem & teamwork.

**SMSC** – Mental wellbeing

**Cultural Capital** – Festivals, National & World events.

**British Values** –Mutual Respect – turn-taking, listening, constructive criticism.

**Equality** – Inclusion- men and women in musical opportunities

**Independence** – Solo performance

**Community** – Sharing & performance to parents and the local community.

**Outdoor learning** – outdoor sound discrimination, soundscapes, starting points.

Year 3 Music			Spring Term
<b>National Curriculum Link:</b> Music Programmes of Study			
<b>Enrichment:</b> Easter, Young Voices or Sing Up (Year dependant)			
<b>Prior Learning:</b> Year 1 and 2 objectives			
<b>Key Essential Skills and knowledge:</b>			
<u>Vocal Development</u>			
<ul style="list-style-type: none"> <li>I can begin to pitch match mi-re-do.</li> <li>I can continue to show melodic contour and begin to use hand signs for mi-re-do.</li> <li>I can begin to maintain melodic ostinato.</li> <li>I can work towards reading mi-re-do with note names B, A, G on treble staff.</li> </ul>			
<u>Rhythmic Development</u>			
<ul style="list-style-type: none"> <li>I can derive, create and notate simple time rhythm, which include ta, ti-ti, sa and tika-tika.</li> <li>I can begin to maintain a rhythmic ostinato that includes ta, ti-ti, sa.</li> <li>I can use formal names of crotchet, paired quavers and crotchet rest.</li> </ul>			
<u>Instrumental Development</u>			
<ul style="list-style-type: none"> <li>I can work towards playing a 2 to 3 note melodic ostinato on tuned percussion.</li> <li>I can begin to play B, A, G on recorder.</li> </ul>			
<u>Enhance/Improve/Compose</u>			
<ul style="list-style-type: none"> <li>I can begin to apply the use of accent when grouping beat.</li> <li>I can begin to combine rhythmic notation with letter names to create short so-la-mi/do-re-mi responses.</li> <li>I can begin to use rhythmic notation cards to create sequences of 2,3 or 4 beat phrases.</li> </ul>			
<u>Listening Development</u>			
<ul style="list-style-type: none"> <li>I can begin to recognise know musical styles/genres from their features</li> </ul>			
<b>Sticky Knowledge:</b>			
<ul style="list-style-type: none"> <li>To read B,A, G on treble staff.</li> <li>To derive, create and notate simple time rhythm, which include ta, ti-ti, sa and tika-tika.</li> <li>To use formal names of crotchet, paired quavers and crotchet rest.</li> </ul>			
<b>Vocabulary:</b> Do-re-mi Echo Unison	Tempo Tika-tika	Solo Ensemble	Musical styles/genres
<b>Content:</b>			
<ul style="list-style-type: none"> <li>Singing in every lesson</li> <li>Movement linked to pulse</li> <li>Instrumental/playing instruments</li> <li>Listening</li> <li>Experimenting and creating</li> </ul>			
<b>Thinking Deeper:</b> Using the knowledge given to listen to different repertoire and identify key characteristics and mood/emotion			
<b>Possible books/resources:</b> Puppets, Youtube Videos, Picture books, instruments, flash cards, staff cards, keyboard cards.			

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