

Music Curriculum Year 3

Throughout the Year	
<p>Wellbeing – singing and playing instruments is good for our wellbeing Possibilities – careers linked to music-performance, sound engineers, lighting etc.</p>	
Key Knowledge	Skills
<p><u>Listen and Appraise</u> To know 5 songs off by heart and who sang or wrote them To know the style of the five songs To choose one song and be able to talk about its lyrics, dimensions, sections and instruments used</p>	<p>To confidently identify and move to the pulse To think about the words and what they mean To discuss how the song makes them feel To respect other people’s thoughts about the music</p>
<p><u>Singing</u> To know and be able to talk about</p> <ul style="list-style-type: none"> • Singing in a choir • The leader or conductor • How songs make you feel • Why you have to warm up your voice 	<p>Sing in unison and in two simple parts Demonstrate a good posture Follow a leader Being aware of singing in tune Being aware of the internal pulse when singing</p>
<p><u>Playing</u> To know and be able to talk about the instruments used in class</p>	<p>Treat instruments carefully and with respect Play a tuned instrumental part from memory or using notation Rehearse and perform a part Listen to and follow musical instructions from a leader</p>
<p><u>Rhythm</u> To know how to find and demonstrate the pulse To know the difference between pulse and rhythm To know how pulse, rhythm and pitch work together to create a song</p>	<p>Through the progressive warm up Games and Challenges that embed pulse, rhythm and pitch</p>
<p><u>Composition</u> To know that composing is like writing a story with music To know that there are different ways of recording compositions(letter names, symbols, audio etc.</p>	<p>Help to create melodies using 1,3 or 5 different notes Plan and create a section of music and talk about how it was created Listen and reflect and make conscious decisions about pulse, rhythm, pitch, dynamics and tempo</p>
<p><u>Improvisation</u> To know that improvisation means making up your own tunes To know that when someone improvises that they make up their own tune and that it has never been heard before To know that everyone can improvise and it can involve one or more</p>	<p>To clap and improvise To sing, play and improvise Take it in turns to improvise using one or two notes</p>

<p>notes</p> <p>To know that using one or two notes confidently is better than suing many</p> <p>To know that if you improvise you cannot make a mistake</p>					
<p><u>Performance</u></p> <p>To know that a performance is sharing music with other people called an audience</p> <p>To know that a performance can be a special occasion</p> <p>To know that words or raps must be clear</p> <p>To know it involves communicating feelings about the music</p>		<p>Choose a song learnt and perform it</p> <p>Add own ideas</p> <p>Record and reflect on the performance</p>			
Unit 1 –Let your Spirit fly					
<p>Objectives</p> <p>To learn about RnB</p>	<p>Key knowledge and learning</p> <p>Identifying structure</p> <p>Finding the types of instruments and the range of voices</p> <p>Looking at the pulse and being aware of tempo chances and dynamics</p> <p>R and B music</p> <p>Colonel Bogey</p> <p>Ain't no mountain High Enough</p> <p>You're my First, Last and Everything</p>	<p>Core Vocabulary</p> <p>Structure, introduction, verse, chorus, improvise, compose</p> <p>pulse, rhythm, compose, perform, dynamics, tempo, hook, melody</p>	<p>POP tasks</p> <p>Basic</p> <p>Identify the structure of the piece</p> <p>Advancing</p> <p>As above with naming the instruments</p> <p>Greater Depth</p> <p>As above with finding the pulse</p>	<p>Links to Curriculum Drivers</p> <p>Love of learning</p> <p>R and B music</p>	<p>Resources</p> <p>Charanga on line lessons/songs and games</p> <p>Glockenspiels</p> <p>Recorders</p> <p>Untuned percussion</p>
Unit 2 –Glockenspiel Stage 1					
<p>Objectives</p> <p>Explore and develop the playing of the glockenspiel</p>	<p>Key knowledge and learning</p> <p>Playing the instrument carefully to get the correct sound</p>	<p>Core Vocabulary</p> <p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody</p>	<p>POP tasks</p> <p>Basic</p> <p>Play and read the notes CDE and f</p> <p>Advancing</p> <p>As above with improvisation</p> <p>Greater Depth</p> <p>Compose a simple piece using the notes</p>	<p>Links to Curriculum Drivers</p> <p>Love of learning</p> <p>Songs by Sinatra, Presley and Stevie Wonder</p>	<p>Resources</p> <p>Charanga on line lessons/songs and games</p> <p>Glockenspiels</p>

				Community Performance at Christmas	
Unit 3-Three Little Birds					
Objectives To continue to explore Reggae music(from Y2)	Key knowledge and learning Know the difference between pulse and rhythm Deepen knowledge of theme of Reggae through listening and singing to Introduce the term pentatonic scale Jamming-Bob Marley Small People –Ziggy Marley Toots and the Maytals Pluto Shrevington Amy Winehose	Core Vocabulary Structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, Reggae, pentatonic scale	POP tasks Basic Listen and sing back the song Advancing Play back your answer using 1 note with your voice Greater Depth Answer in turn as part of an improvisation	Links to Curriculum Drivers Love of learning Reggae Music	Resources Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion
Unit 4- The Dragon Song					
Objectives To know that folk tunes celebrate our differences and cultures	Key knowledge and learning Know the difference between pulse and rhythm Identify the themes within the songs Birdsong-China Vaishnava-Japan Turkish tune Polynesian Drum Dance Sudanese Zebaidr song	Core Vocabulary Structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook. melody	POP tasks Basic Identify the themes Advancing Identify the instruments and voices Greater Depth Explain how the words tell a story	Links to Curriculum Drivers Love of learning	Resources Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion

Unit 5 –Bringing Us Together					
Objectives To use the genre of disco to identify the themes of friendship, hope, peace and unity	Key knowledge and learning To know that music has a steady pulse Continue to use the pentatonic scale Understand that songs have a musical style with a focus on disco Good Times-Nile Rogers Ain't Nobody- Chaka Khan We are Family-Sister Sledge Ain't no stopping us now- McFadden and Whitehead Car Wash-Rose Royce	Core Vocabulary Structure, introduction, verse, chorus, improvise, compose, disco pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, pentatonic scale.	POP tasks Basic Perform a part as part of a performance Advancing Perform 2 parts as part of a performance Greater Depth Evaluate their part in a performance	Links to Curriculum Drivers Love of Learning Empathy songs of friendship Community Perform to other class or as part of a Showcase assembly	Resources Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion
Unit 6- Reflect, Rewind and Replay to be used at the end of the year or musical appreciation throughout the year					
Objectives To listen and respond to classical music	Key knowledge and learning L'Homme Arm é byRobert Morton (Early Music) Les Tricoteuses (TheKnitters) from the Baroque era The Clock: II Andanteby Franz Joseph Haydn (from the Classical era) Piano Concerto: AllegroMaestoso (Tempo Guisto) by Franz Liszt (from the Romanticera) Prelude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century) Music For Large AndSmall Ensembles (opening) byKenny Wheeler (ContemporaryJazz) Gwyneth Herbert)	Core Vocabulary From the whole unit	POP tasks	Links to Curriculum Drivers Prepare for a performance of songs and activities from the year	Resources Charanga online musical excerpts

Unit 7-performance Spring Term

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Objectives To know that a performance can be a special occasion To know that words or raps must be clear To know it involves communicating feelings about the music	Key knowledge and learning Choose a song and perform it Add own ideas Record and reflect on the performance	Core Vocabulary Perform Practice Rehearse Refine Perfect	Links to Curriculum Drivers Community Prepare for a performance .	Resources Charanga on line lessons/songs	