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| Vertical Concepts | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **Let Your Spirit Fly**  | **Glockenspiel Stage 1**  | **Three Little Birds**  | **The Dragon Song**  | **Bringing Us Together**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| **Unit theme**  | RnB and other styles | Exploring & developing playingskills | Reggae and animals | Music from around the world, celebrating our differences and being kind to one another | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Glockenspiels | Glockenspiels | Glockenspiels | Recorders | Glockenspiels | Recorders |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** Let Your Spirit Fly by Joanna Mangona **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Start to learn the song Let Your Spirit Fly

**Performance** Sing the song  | **Listen and Appraise** There is currently no listening resource for this part of the lesson, please choose your own Let Your Spirit Fly **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song Let Your Spirit Fly
* Play instrumental parts

**Performance** Sing the song and play instrumental parts within the song  | **Listen and Appraise** Colonel Bogey March by Kenneth Alford Let Your Spirit Fly **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song Let Your Spirit Fly
* Play instrumental parts
* Improvise

**Performance** Sing the song and improvise using voices and/or instruments within the song  | **Listen and Appraise**Consider Yourself from the musical ‘Oliver!’ Let Your Spirit Fly **Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Sing the song Let Your Spirit Fly
* Play instrumental parts
* Improvise option
* Compose

**Performance** Sing the song and perform composition(s) within the song  | **Listen and Appraise** Ain’t No Mountain High Enough by Marvin Gaye Let Your Spirit Fly **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song Let Your Spirit Fly
* Play instrumental parts
* Improvise option
* Play your composition(s) within the song

**Performance** Choose what you perform today. Start to prepare for the end-of-unit performanceThe performance will include one or more of the following: Improvisation; Instrumental performance; composition.  | **Listen and Appraise** You’re the First, the Last, My Everything by Barry White Let Your Spirit Fly **Musical Activities** -Warm-up Games -Flexible Games (optional) -Sing the song Let Your Spirit Fly -Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: **.** Play instrumental parts **.** Improvise option **.** Play your composition(s) within the song **Performance** Prepare for the end-of-unit performance -PERFORM TO YOUR CLASS-Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements. |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Structure
* Introduction
* Verse
* chorus
* improvise
* compose
* pulse
* rhythm
* pitch
 | * tempo
* dynamics bass
* drums
* guitar
* keyboard
* synthesizer
* hook
* melody
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Identify the piece’s structure: introduction, verse, chorus**
* **Identify the instruments/voices: male/female voices, bass, drums, guitar, keyboard, synthesizer**
* **Find the pulse while listening.**
* Some will identify funky rhythms, tempo changes, dynamics
 |
| **Musical Activity**  |
| **Warm up games:*** **Copy back, play, invent rhythmic and melodic patterns.**
* **Bronze Challenge – Rhythm patterns**
* **Silver Challenge – C, sometimes with D and reading notes.**
* Gold Challenge – C & D and reading notes.
 |
| **Sing:****In 2 parts.**  |
| **Play instrumental parts:*** **Accurately and in time, as part of the performance.**
* **The easy part – F, G & C by ear.**
* The medium part – E, F, G, A, B & C by ear and from notation.
 |
| **Improvise:*** **In the lessons and as part of the performance.**
* **Bronze Challenge: C**
* **Silver Challenge: C and sometimes D.**
* Gold Challenge: C & D.
 |
| **Compose:*** **A simple melody using simple rhythms and use it as part of the performance.**
* **Using the notes- C, D & E**
* Using the notes: C, D, E F + G
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.**
* **Perform in class**
* **Introduce performance to an audience, telling them how the song was learnt and why.**
* **Record performance and talk about it afterward, giving recommendations for improvements.**
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| **Vertical Concepts** | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **Let Your Spirit Fly**  | **Glockenspiel Stage 1**  | **Three Little Birds**  | **The Dragon Song**  | **Bringing Us Together**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| **Unit theme**  | RnB and other styles | Exploring & developing playingskills | Reggae and animals | Music from around the world, celebrating our differences and being kind to one another | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Glockenspiels | Glockenspiels | Glockenspiels | Recorders | Glockenspiels | Recorders |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Musical Activities** * Easy E - Player 2/Group 2
* Easy E - Player1/group 1
* Easy E
* Easy E theory - the language of music
* Easy E (notation)
* Strictly D
* Strictly D ( Note-names )
* Strictly D ( Note-names and notes )
* Strictly D Theory - the language of music
* Strictly D (notation)
* Copyback 1

**Notes used**E / D**Perform/Share** Perform/share the learning from this step | **Musical Activities** * Play your music
* Play your music( note-names)
* Play your music ( notes and note-names)
* Play your music theory- the language of music
* Play your music (notation)
* Drive
* Drive (note-names)
* Drive (note-names and notes)
* Drive theory - the language of music
* Drive (notation)

**Notes used** D & E**Perform/Share** Perform/share the learning from this step | **Musical Activities** * DeeCee's Blues (note-names)
* DeeCee's Blues (notes + note-names)
* DeeCee's Blues theory - the language of music
* DeeCee's Blues (notation)
* Improvising to DeeCee's Blues
* DeeCee's Blues and your improvisation
* Copy Back 2
* What's up?
* What's Up? (note-names)
* What's Up? (note-names + notes)
* What's up? theory - the language of music
* What's Up? (notation)

**Notes used** C & D**Perform/Share** Perform/share the learning from this step | **Musical Activities** * D-E-F-initely
* D-E-F-initely (note-names)
* D-E-F-initely(notes + note-names)
* D-E-F-initely(notation)

**Notes used** D, E & F**Perform/Share** Perform/share the learning from this step | **Musical Activities** * Roundabout
* March of the Golden Guards
* March of the Golden Guards (note-names)
* March of the Golden Guards (note-names + notes)
* March of the Golden Guards theory - the language of music
* March of the Golden Guards (notation)
* Theory - the language of music
* Portsmouth

**Notes used** C, D, E & F**Perform/Share** Perform/share the learning from this stepThe performance will include one or more of the following: Improvisation; Instrumental performance; composition.  | **Musical Activities** Composition**Notes used** C, D, E & F**Perform/Share** Perform/share the learning from this stepPERFORM TO YEAR 4-Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements. |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Improvise
* Compose
* Pulse
* Rhythm
* Pitch
 | * Tempo
* Dynamics
* texture structure
* melody
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Musical Activities:**  |
| **Learn to play** and read **the notes C, D, E & F.** |
| **Learn to play these tunes:*** **Easy E**
* **Strictly D**
* **Play Your Music**
* **Drive**
* **Dee Cee’s Blues**
* **What’s Up**
* **D-E-Finitely**
* **Roundabout**
* **March of the Golden Guards**
* **Portsmouth**
 |
| **Improvise:*** **With Dee Cee’s Blues using the notes C & D.**
 |
| **Compose:*** **Using the notes C, D, E & F.**
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.**
* **Perform to Year 4**
* **Introduce performance to an audience, telling them how the song was learnt and why.**
* **Record performance and talk about it afterward, giving recommendations for improvements.**
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| **Vertical Concepts** | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **Let Your Spirit Fly**  | **Glockenspiel Stage 1**  | **Three Little Birds**  | **The Dragon Song**  | **Bringing Us Together**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| **Unit theme**  | RnB and other styles | Exploring & developing playingskills | Reggae and animals | Music from around the world, celebrating our differences and being kind to one another | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Glockenspiels | Glockenspiels | Glockenspiels | Recorders | Glockenspiels | Recorders |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** Three Little Birds by Bob Marley **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Start to learn the song Three Little Birds

**Performance**Sing the song | **Listen and Appraise** Jamming by Bob Marley Three Little Birds **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song Three Little Birds

Play instrumental parts**Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** Small People by Ziggy Marley Three Little Birds **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song Three Little Birds
* Play instrumental parts
* Improvise (optional extension activities for improvisation)

**Performance**Sing the song and improvise using voices and/or instruments w ithin the song | **Listen and Appraise** 54 - 46 Was My Number by Toots and The Maytals Three Little Birds **Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Sing the song Three Little Birds
* Play instrumental parts
* Improvise option (optional extension activities for improvisation) f. Compose

**Performance** Sing the song and perform composition(s) within the song | **Listen and Appraise** Ram Goat Liver by Pluto Shervington Three Little Birds **Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Sing the song Three Little Birds
* Play instrumental parts
* Improvise option (optional extension activities for improvisation)
* Play your composition(s) within the

**Performance** Choose what you perform today. Start to prepare for the end-of-unit performance song The performance will include one or more of the following: Improvisation; Instrumental performance; composition.  | **Listen and Appraise** Our Day Will Come by Amy Winehouse Three Little Birds **Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Sing the song Three Little Birds
* Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:

. Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song --Choose and play any of the options below, then decide which one to practise for the end-of-unit performance**Performance** Prepare f or the end-of-unit performancePERFORM TO PARENTS-Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements. |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Introduction
* Verse
* chorus
* bass
* drums
* electric guitar
* keyboard
* organ
* backing vocals
* pulse
* rhythm
 | * pitch
* tempo
* dynamics
* texture structure
* compose
* improvise
* hook
* riff
* melody
* reggae
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Identify the piece’s structure: introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.**
* **Identify the instruments/voices: bass, drums, electric guitar, keyboard, organ, male, backing vocals.**
* **Find the pulse** and identify funky rhythms, tempo changes and dynamics.
 |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **Warm up games:*** **Copy back, play, invent rhythmic and melodic patterns.**
 |
| * **Bronze Challenge: Rhythm patterns.**
* **Silver Challenge: C, sometimes with D and reading notes.**
* Gold Challenge: C + D and reading notes
 |
| **Singing*** **Sing in unison.**
 |
| **Play instrumental parts:*** **Accurately and in time, as part of the performance.**
* **The easy part: G & A**
* The medium part: C + A
 |
| **Improvise:*** **Bronze Challenge: C**
* **Silver Challenge: C and sometimes D**
* Gold Challenge: C + D
 |
| **Compose:*** **A simple melody using simple rhythms and use it as part of the performance.**
* **Using the notes: C, D & E**
* Using the notes: C, D, E, G, +A (Pentatonic scale)
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.**
* **Perform to parents**
* **Introduce performance to an audience, telling them how the song was learnt and why.**
* **Record performance and talk about it afterward, giving recommendations for improvements.**
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| **Vertical Concepts** | Pulse  | Rhythm  | Pitch | Tempo | Dynamics | timbre | Texture | Structure  | Notation |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **Let Your Spirit Fly**  | **Glockenspiel Stage 1**  | **Three Little Birds**  | **The Dragon Song**  | **Bringing Us Together**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| **Unit theme**  | RnB and other styles | Exploring & developing playingskills | Reggae and animals | Music from around the world, celebrating our differences and being kind to one another | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Glockenspiels | Glockenspiels | Glockenspiels | Recorders | Glockenspiels | Recorders |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** The Dragon Song**Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Start to learn the song The Dragon Song

**Performance** Sing the song | **Listen and Appraise** Birdsong - Chinese Folk Music The Dragon Song **Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Sing the song The Dragon Song
* Option:Play instrumental parts

**Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** Vaishnava Java - A Hindu Song The Dragon Song **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song The Dragon Song
* Option:Play instrumental parts
* Option: Improvise

**Performance** Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise** A Turkish Traditional TuneThe Dragon Song **Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Sing the song The Dragon Song
* Option: Play instrumental parts
* Option: Improvise option
* Option: Compose

**Performance** Sing the song and perform composition(s) within the song | **Listen and Appraise** Aitutaki Drum Dance from Polynesia The Dragon Song **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song The Dragon Song
* Option: Play instrumental parts
* Option: Improvise
* Option: Play your
* composition(s) within the song

**Performance** Choose what you perform today. Start to prepare for the end-of-unit performanceThe performance will include one or more of the following: Improvisation; Instrumental performance; composition.  | **Listen and Appraise** Zebaidir Song from Sudan The Dragon Song **Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Sing the song The Dragon Song
* Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:

. Play instrumental parts . Improvise option . Play your composition(s) within the song Choose and play any of the options below, then decide which one/s to practise for the end-of-unit performance**Performance** Prepare for the end-of-unit performancePERFORM TO KS2-Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements. |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Keyboard
* Drums
* Bass
* pentatonic scale
* pulse
* rhythm
* pitch
 | * tempo
* dynamics
* texture structure
* compose
* improvise
* hook
* melody
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Identify the themes: kindness, respect, friendship, acceptance and happiness.**
* **Identify the instruments/voices: keyboard, drums, bass, a female singer**
* **Explain how the words of the song tell a story.** Does the music create a story in your imagination? What Story?
 |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **Warm up games:*** **Copy back, play, invent rhythmic and melodic patterns.**
 |
| * **Bronze Challenge: Rhythm patterns**
* **Silver Challenge: G, sometimes A and reading notes.**
* Gold Challenge: G + A and reading notes
 |
| **Singing:*** **In 2 parts.**
 |
| **Play instrumental parts:*** **Accurately and in time, as part of the performance.**
* **The easy part: G by ear**
* The medium part: G A + B by ear and from notation.
 |
| **Improvise:*** **In the lessons and as part of the performance**
* **Bronze Challenge: G, A & B**
* **Silver Challenge: G, A or B**
* Gold Challenge: G, A + B
 |
| **Compose:*** **A simple melody using simple rhymes and use as part of the performance.**
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.**
* **Perform to KS2**
* **Introduce performance to an audience, telling them how the song was learnt and why.**
* **Record performance and talk about it afterward, giving recommendations for improvements.**
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| **Vertical Concepts** | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **Let Your Spirit Fly**  | **Glockenspiel Stage 1**  | **Three Little Birds**  | **The Dragon Song**  | **Bringing Us Together**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| **Unit theme**  | RnB and other styles | Exploring & developing playingskills | Reggae and animals | Music from around the world, celebrating our differences and being kind to one another | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Glockenspiels | Glockenspiels | Glockenspiels | Recorders | Glockenspiels | Recorders |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** Bringing Us Together**Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Start to learn the song Bringing Us Together

 **Performance** Sing the song | **Listen and Appraise** Good Times by Nile Rodgers Bringing Us Together **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song Bringing Us Together
* Option: Play instrumental parts

**Performance** Sing the song and play instrumental parts within the song | **Listen and Appraise** Ain’t Nobody by Chaka Khan Bringing Us Together **Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song Bringing Us
* Together
* Option: Play instrumental parts

Option: Improvise **Performance** Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise** We Are Family by Sister Sledge Bringing Us Together**Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Sing the song Bringing Us Together
* Option: Play instrumental parts
* Option: Improvise option
* Option: Compose

**Performance** Sing the song and perform composition(s) within the song | **Listen and Appraise** Ain’t No Stopping Us Now by McFadden and Whitehead Bringing Us Together **Musical Activities*** Warm-up Games
* Flexible Games (optional)
* Sing the song Bringing Us Together
* Option: Play instrumental parts
* Option: Improvise
* Option: Play your
* composition(s) within the song

**Performance** Choose what you perform today. Start to prepare for the end-of-unit performanceThe performance will include one or more of the following: Improvisation; Instrumental performance; composition.  | **Listen and Appraise** Car Wash by Rose Royce Bringing Us Together**Musical Activities** * Warm-up Games
* Flexible Games (optional)
* Sing the song Bringing Us Together
* Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:

. Play instrumental parts . Improvise option. -Play your composition(s) within the song **Performance** Prepare for the end-of-unit performancePERFORM TO PARENTS-Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements. |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Keyboard
* Drums
* bass
* imagination
* improvise
* compose
* disco
* pentatonic scale
* pulse
 | * rhythm
* pitch
* tempo
* dynamics
* texture structure
* hook
* riff
* melody
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Find the pulse while listening.** Some will identify funky rhythms, tempo change, dynamics
* **Identify the instruments/voices you can hear.**
* **Explain how the words of the song tell a story.** Does the music create a story in your imagination? What story?
 |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **Warm up games:*** **Copy back, play, invent rhythmic and melodic patterns.**
* **Bronze Challenge: Rhythm patterns**
* **Silver Challenge: C and sometimes A and reading notes.**
* Gold Challenge: C + A and reading notes
 |
|  **Singing:*** **In 2 parts.**
 |
| **Play instrumental parts:*** **Accurately and in time, as part of the performance.**
* **The easy part: C**
* The medium part: G, A + C
 |
| **Improvise:*** **In the lessons and as part of the performance**
* **Bronze Challenge: C**
* **Silver Challenge: C and sometimes A**
* Gold Challenge: C + A
 |
| **Compose:** * **A simple melody using simple rhymes, and as part of the performance**
* **Using the notes: C, A + G**
* Using the notes: C, D, E, G + A (Pentatonic Scale)
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.**
* **Perform to parents.**
* **Introduce performance to an audience, telling them how the song was learnt and why.**
* **Record performance and talk about it afterward, giving recommendations for improvements.**
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|  | Music Curriculum  |
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|  | Year 3 |

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| **Vertical Concepts** | **Pulse**  | **Rhythm**  | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure**  | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise**  | **Musical Activities** | **Performance**  |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music****Topic** | **Let Your Spirit Fly**  | **Glockenspiel Stage 1**  | **Three Little Birds**  | **The Dragon Song**  | **Bringing Us Together**  | **Reflect, Rewind & Replay**  |
| **Style of main song**  | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| **Unit theme**  | RnB and other styles | Exploring & developing playingskills | Reggae and animals | Music from around the world, celebrating our differences and being kind to one another | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument**  | Glockenspiels | Glockenspiels | Glockenspiels | Recorders | Glockenspiels | Recorders |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.** **Disciplinary Knowledge:****Listen and Appraise****Musical Activities****Performance**  | **Listen and Appraise** **Reflect and Rewind** Reflect - L’Homme Arm é by Robert Morton (Early Music) Rewind and Listen Out! Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terrell  Reflect - Composers and Composition (Talvin Singh) **Musical Activities** **Reflect, Rewind and Replay*** A composition activity using Clash And Bang
* Rhythm Grid work
* The Language of Music

Rewind and Replay (Revision) - revisit songs from the year**Perform and Share Replay** Prepare for a performance of songs and activities from the year.  | **Listen and Appraise** **Reflect and Rewind** Reflect - Les Tricoteuses (The Knitters) from the Baroque era   Rewind and Listen Out! Small People by Ziggy Marley  Reflect - Composers and Composition (Gwyneth Herbert) **Musical Activities** **Reflect, Rewind and Replay*** A composition activity using Clash and Bang
* A composition activity
* Rhythm Grid work
* The Language of Music

Rewind and Replay (Revision) - revisit songs from the year**Perform and Share Replay** Prepare for a performance of songs and activities from the year. | **Listen and Appraise** **Reflect and Rewind** Reflect - The Clock: II Andante by Franz Joseph Haydn (from the Classical era)  Rewind and Listen Out! Vaishnava Jana (Traditional) Reflect - Composers and Composition (Gwyneth Herbert )**Musical Activities** **Reflect, Rewind and Replay** * A composition activity using Clash And Bang
* A composition activity
* Rhythm Grid work
* The Language of Music
* Rewind and Replay (Revision) - revisit songs from the year

 **Perform and Share Replay** Prepare for a performance of songs and activities from the year. | **Listen and Appraise** **Reflect and Rewind** Reflect - Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era)  Rewind and Listen Out! Birdsong (Chinese Traditional)  Reflect - Composers and Composition (Gwyneth Herbert) **Musical Activities** **Reflect, Rewind and Replay** * A composition activity using Clash And Bang
* Rhythm Grid work
* The Language of Music
* Rewind and Replay (Revision) - revisit songs from the year

**Perform and Share Replay** Prepare for a performance of songs and activities from the year. | **Listen and Appraise** **Reflect and Rewind** Reflect - Prelude à L’Apres-Midi D’Un Faune by Claude Debussy (20th Century)  Rewind and Listen Out! We Are Family by Sister Sledge Reflect - Composers and Composition (Gwyneth Herbert) **Musical Activities** **Reflect, Rewind and Replay*** composition activity using Clash And
* Bang
* Rhythm Grid work
* The Language of Music

Rewind and Replay (Revision) - revisit songs from the year **Perform and Share Replay** Prepare for a performance of songs and activities from the year.The performance will include one or more of the following: Improvisation; Instrumental performance; composition.  | **Listen and Appraise** **Reflect and Rewind** Reflect - Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz)  Rewind and Listen Out! Car Wash by Rose Royce  Reflect - Watch a video of our Charanga singers, Kim and Chris **Musical Activities** **Reflect, Rewind and Replay*** composition activity using Clash And Rhythm Grid work
* The Language of Music

Rewind and Replay (Revision) - revisit songs from the year**Perform and Share Replay** Prepare for a performance of songs and activities from the year.PERFORM TO WHOLE SCHOOL-Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements. |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Structure
* intro/introduction
* verse
* chorus
* improvise
* compose
* pulse
* rhythm
* pitch
* tempo
* dynamics
* bass
* drums
* guitar
* keyboard
 | * synthesizer
* hook
* melody
* texture
* structure
* electric guitar
* organ
* backing vocals
* hook, riff
* melody
* Reggae
* pentatonic scale
* imagination
* Disco.
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Listen and appraise Classical Music**
 |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **Sing:*** **Singing**
 |
| **Play instrumental parts:*** **Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.**
* **Play instruments within the song**
 |
| **Improvise:*** **Improvisation using voices and instruments**
 |
| **Compose:*** **Composition**
 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.**
* **Perform to whole school**
* **Introduce performance to an audience, telling them how the song was learnt and why.**
* **Record performance and talk about it afterward, giving recommendations for improvements.**
 |