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|  | Music Curriculum |
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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 playing  skills | 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 performance  The 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 taught By 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 playing  skills | 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 step  The 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 step  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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| **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 taught By 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 playing  skills | 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 performance  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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| **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 taught By 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 playing  skills | 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  Tune  The 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 performance  The 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 performance  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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| **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 taught By 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 playing  skills | 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 performance  The 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 performance  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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| **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 taught By 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 playing  skills | 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 taught By 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.** |