

Year 3 Autumn	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location Enquiry: Can I compose my own short rhythm using graphic notation?	Pupils should be taught to: play and perform in solo and ensemble contexts, (using tuned/untuned percussion) listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations	Apply word chants to rhythms, understanding how to link each syllable to one musical note- using known rhythms and note values using crotchets, crotchet rests, paired quavers and minims.	Key learning: Children will listen to differences in note values carefully in Beethoven's 5th Symphony in C Minor https://www.youtube.com/watch?v=fOk8Tm815IE . Children understand how long each note or rest lasts. Children can identify written notes and rests and make sounds for these accordingly. Children can create, play and record their own short compositions using notation.	Subject knowledge vocabulary: Timbre (tone colour) different musical instruments playing at the same time. body/classroom percussion, untuned/tuned instruments Texture is how the melody (pitch, note, tone, scale), rhythm and harmony (intervals, chords) are combined to create the overall quality of a piece of music. Rhythm Structure and Appropriate Musical Notations paired crotchets, minim, semibreves	Pre-requisite learning: In Year 2 children were introduced to the graphic symbols for rhythms and were taught their note values (grape- crotchet and apple - quavers). New Learning: Children are introduced to the crotchet rest, minim, crotchet and paired quavers and record their work using notation. Vehicles for learning: N/A

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Autumn 2 Topic: Who First Lived in Britain Enquiry: <i>Can I compose a group piece using an echo structure?</i>	Pupils 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 use and understand staff and other musical notations	Individually (solo) copy melodic phrases with accuracy at different speeds; allegro (fast) and adagio (slow). Extend to question-and-answer phrases. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Perform forte (loud) and piano (soft). Change the speed of the beat as the tempo of the music changes.	Key learning: Children listen to the echos created in 'Echo Versions' by Alexkid. https://www.native-instruments.com/en/products/komplete/expansions/echo-versions/ Children listen to 'Glacier' https://www.youtube.com/watch?v=xLEWV0d3-d0 and discuss ideas for a soundscape of a Polar region. They think about effects they can hear and discuss which instruments they could use to mimic these sounds. In small groups children perform their 'Glacier' piece and then peers give feedback. Which sounds worked/did not work? What did the sounds make you imagine? Children learn new dynamics and tempo vocabulary. They are introduced to the structure of 'echos'. Groups use graphic scores to record their piece ideas. Children perform their finished pieces.	Subject knowledge vocabulary: Dynamics means the volume at which the performance is to be delivered. Forte, piano, crescendo, decrescendo Tempo is the speed at which any piece of music is played. Allegro adagio Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) Echo, question and answer paired crotchets minims, semibreves	Pre-requisite learning: In Year 2 children described dynamics using the words: loud, quiet, crescendo and decrescendo. In Year 2 children described tempos using the words: slow, fast, pause. In Year 3, Autumn 1 children are introduced to the crotchet rest, minim, crotchet and paired quavers and record their work using notation. New Learning: Children will structure their musical ideas for a beginning, middle and end using echo phrases. Vehicles for learning: Links to reading into writing text.
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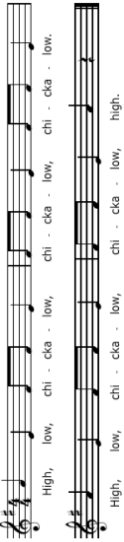
Year 3 Spring	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: Polar Regions Enquiry: <i>Can I compose a song accompaniment using known note values?</i>	Pupils should be taught to: play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a purpose using the inter-related dimensions of music use and understand staff and other musical notations appreciate and understand high-quality recorded music drawn from great composers and musicians	Compose song accompaniments on untuned percussion using known rhythms and note values using crotchets and paired quavers. Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual), inventing short 'on-the-spot' responses using a limited note-range. Pupils should compose in response to a stimuli, - 'Snowman' film clip.	Key learning: Children listen to the accompaniment to an animation 'The Snowman' and discuss the tempo, dynamics and pitch. https://www.youtube.com/watch?v=upH1QZU4ZOY 'Walking in the air' by Howard Blacke (1982) Using percussion instruments children will compose, record, practice and perform their own ideas to different parts of the story using crotchets, quavers, crotchet rests and minims. Children can explain their choices of tempo, pitch and dynamics. In groups, children take part in a whole class performance of the clip with their compositions.	Subject knowledge vocabulary: Pitch is the sound which is based on the frequency of vibration. High, low Dynamics means the volume at which the performance is to be delivered. Forte (loud), piano (quiet), crescendo, decrescendo Tempo is the speed at which any piece of music is played. Allegro (fast) adagio (slow) Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) crotchets, crotchet rest, paired quavers, minims	Pre-requisite learning: Year 1- 'Top Story' clip stimuli - children created own symbols for graphic notation.  In Autumn 1, Year 3 identified and understood the new note values of 'minims' and 'crotchet rests'. New Learning: Children are introduced to the tempo terms of Allegro (fast) and adagio (slow). Vehicles for learning: Links to Reading into writing text

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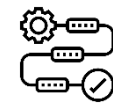
			Children listen to all groups and can give back appropriate feedback.		
Spring 2 Topic: Gods and Mortals - The Ancient Greeks Enquiry: Can I play 3 pitched note song on a keyboard? 	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression and actions. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes A-E-F A(high) E(low) F (chicka) Develop facility in playing tuned percussion. Play and perform melodies following staff notation using a small range (Middle C-E) as a whole class or in groups. Combine known rhythmic notation with letter names to create rising and falling phrases using three notes. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	Key learning: Children will listen carefully to the use of different pitched notes in 'The Beatles' song 'Hey Jude'. https://www.youtube.com/watch?v=A_MjCqQoLLA Children listen, practise and learn to sing a 3 pitched song 'High, Low'.. Children use hand actions to show the 3 pitches as they sing. Children are introduced and shown how to place the 3 pitched dot notation for the song on 3 lines. Children follow and read their written notation to then play this on a keyboard using 3 pitched notes.	Subject knowledge vocabulary: Pitch is the sound which is based on the frequency of vibration. High, low Tempo is the speed at which any piece of music is played. Allegro (fast), adagio (slow) Timbre (tone colour) different musical instruments playing at the same time. tuned instruments Texture is how the melody (pitch, note, tone, scale), rhythm and harmony (intervals, chords) are combined to create the overall quality of a piece of music. Rhythm, unison (together), solo Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical Notations (any system used to visually represent music played with instruments or sung) paired quavers, crotchets, minim, stave, lines	Pre-requisite learning: In Year 1 children sang 2 pitched songs, they recorded these using dot notation as a class and played these on tuned percussion instruments. New Learning: Children sing and are introduced to 3 pitched songs. Children record the 3 pitched song on lines. Children follow their written recording to play the 3 pitched song on a keyboard. Vehicles for learning: N/A

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Year 3 Summer	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Summer 1 Topic: Flow Enquiry: Can I compare musical features in two pieces of music?	Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory 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.	Listen to pieces of music paying attention to the dynamics, tempo and texture. <i>Appreciate and understand a wide range recorded music drawn from different traditions and from great composers and musicians.</i> Listen to a range of musical pieces throughout history with the same theme.	Key learning: Children will understand the meanings of and be able to identify changes in dynamics, tempo and texture within different pieces of music. Children will listen carefully to George Frideric Handel's- Water Music. https://www.youtube.com/watch?v=Kuw8YjSbKd4 and discuss how the composer changes the feel of the music. Children will listen to Zoe Saldaña - The Songcord https://www.youtube.com/watch?v=0lDvyER0E6Y with the same theme as above and discuss how they sound different from different time eras.	Subject knowledge vocabulary: <u>Dynamics</u> means the volume at which the performance is to be delivered. Forte, piano, decrescendo, crescendo <u>Tempo</u> is the speed at which any piece of music is played. Allegro, adagio <u>Texture</u> is how the <i>melody</i> (pitch, note, tone, scale), <i>rhythm</i> and <i>harmony</i> (intervals, chords) are combined to create the overall quality of a piece of music. Echo, ostinato Unison, layered, solo <u>Structure and Appropriate Musical Notations</u> Style, period	Pre-requisite learning: In Year 2 children would have identified in pieces of music: Loud, quiet, fast, slow. However, they would not have been exposed to the Italian terms. New Learning: Children will be taught the meaning of new vocabulary and will be able to listen and identify within pieces: allegro, adagio, Echo, ostinato, Unison, layered, solo, style, period Vehicles for learning: Studying famous water themed pieces of music linking to the Year groups topic of water and how it moves.

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Summer 2 Topic: Changes – All About Me!	Pupils 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. Objectives targeted from teacher's assessment throughout the year- which objectives need to be revisited again before the children move up to their new Year group in September?		Key learning:	Pitch is the sound which is based on the frequency of vibration. High, low Dynamics means the volume at which the performance is to be delivered. Loud(forte), quiet (piano), crescendo decrescendo Tempo is the speed at which any piece of music is played. Allegro (fast), adagio (slow) Timbre (tone colour) different musical instruments playing at the same time. body/classroom percussion, untuned/tuned instruments Texture is how the melody (pitch, note, tone, scale), rhythm and harmony (intervals, chords) are combined to create the overall quality of a piece of music. Rhythm, echo,ostinato, unison, layered, solo Structure (arrangement and order of the parts or sections of the music) and Appropriate Musical	Pre-requisite learning: New Learning: Vehicles for learning
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				Notations (any system used to visually represent music played with instruments or sung) Downbeats, paired quavers, minim, semibreves, stave, Clef, style, period	
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