

Year 3
Music
Autumn 1
Composition Notation: Ancient Egypt

Previous learning

Myths and legends

Create rhythms and arrange them in a particular order or structure.
Identify the structure of a piece of music and write it down.
Describe whether a musical texture is thick or thin.
Explore ways of writing down different textural layers.
Follow a given structure for a composition.
Write a structure score accurately.
Compose music with several layers.
Perform their composition accurately, following the structure score.

In this unit the children will learn to:

Sing in time and in tune with other people and the backing track.
Remember the lyrics to a song.
Identify the structure of a piece of music and match this to non-standard notation.
Improvise their own piece of music.
Play a melody with reasonable accuracy.
Perform with confidence and in time with others.
Compose and play a melody using stave notation.
Contribute meaningfully to the group performance and composition.
Use hieroglyphic notation to show the structure of their piece.

Substantive Knowledge in Music

To know that simple pictures can be used to represent the structure (organisation) of music.
To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

Disciplinary knowledge in Music

Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
Improvising coherently within a given style.
Using staff notation to record rhythms and melodies.
Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
Suggesting and demonstrating improvements to own and others' work.
Singing songs in two or more parts, in a variety of

	<p>musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>
Lesson 1	<p>Here come the Egyptians</p> <ul style="list-style-type: none"> To sing with accuracy, fluency, control, and expression
Lesson 2	<p>Hieroglyphic score</p> <ul style="list-style-type: none"> To explore and use different forms of notation
Lesson 3	<p>Play like an Egyptian</p> <ul style="list-style-type: none"> To understand note length
Lesson 4	<p>Pitch pyramids</p>

	<ul style="list-style-type: none"> To read simple pitch notation
Lesson 5	Egyptian farewell
	<ul style="list-style-type: none"> To use hieroglyphs and stave notation to write a piece of music
Vocabulary	
Features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key	

Year 3 Music Autumn 2 Creating compositions in response to an animations	
Previous learning	
Composition Notation: Ancient Egypt Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.	
In this unit the children will learn to: Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.	
Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement.</p> <p>Beginning to show an awareness of metre.</p>

	<p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>
Lesson 1	<p>Telling stories through music</p> <ul style="list-style-type: none"> To tell a story from a piece of music through movement
Lesson 2	<p>Creating a soundscape</p> <ul style="list-style-type: none"> To create a soundscape using percussion instruments
Lesson 3	<p>Story sound effects</p> <ul style="list-style-type: none"> To create a range of sounds to accompany a story
Lesson 4	<p>Adding rhythm</p> <ul style="list-style-type: none"> To compose and perform a rhythm to accompany a story
Lesson 5	<p>Musical mountain</p> <ul style="list-style-type: none"> To compose and notate a short melody to accompany a story
Vocabulary	
Influence, listen, dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose	

Year 3
Music
Spring 1
Ballads

Previous learning	
<p>Creating compositions in response to an animations Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.</p> <p>In this unit the children will learn to: Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.</p>	
Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that a ballad tells a story through song.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Composing a piece of music in a given style with voices and instruments.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>
Lesson 1	What is a ballad?
	<ul style="list-style-type: none"> To use musical vocabulary to explain the stylistic features of a ballad.
Lesson 2	Performing a ballad
	<ul style="list-style-type: none"> To explore how actions can impact performance.

Lesson 3	The story behind the song
	<ul style="list-style-type: none"> To plan a musical structure inspired by a story.
Lesson 4	Writing lyrics
	<ul style="list-style-type: none"> To create lyrics that match a melody.
Lesson 5	Singing my ballad
	<ul style="list-style-type: none"> To show awareness of style, structure and features to perform a ballad.
Vocabulary	
Rhythm, pulse, dynamics, timbre, beat, melody, notation	

Year 3 Music Spring 2 Pentatonic melodies and composition	
Previous learning	
Ballads Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.	
In this unit the children will learn to: Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music.	
Substantive Knowledge in Music	Disciplinary knowledge in Music
To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic and textural details of

	<p>a piece of music, both verbally and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>
Lesson 1	<p>Lesson 1: Dragon dance</p> <ul style="list-style-type: none"> To learn about the music used to celebrate the Chinese New Year festival
Lesson 2	<p>Pentatonic scale</p> <ul style="list-style-type: none"> To play a pentatonic melody
Lesson 3	<p>Letter notation</p> <ul style="list-style-type: none"> To write and perform a pentatonic melody
Lesson 4	<p>Enter the dragon</p> <ul style="list-style-type: none"> To perform a group composition
Lesson 5	<p>Final performance</p> <ul style="list-style-type: none"> To perform a piece of music as a group
Vocabulary	
Tempo, crescendo, dynamics, timbre, duration	

<p>Year 3 Music Summer 1 Jazz</p>	
<p>Previous learning</p>	
<p>Pentatonic melodies and composition Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music.</p> <p>In this unit the children will learn to: Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.</p>	
<p>Substantive Knowledge in Music</p>	<p>Disciplinary knowledge in Music</p>
<p>To understand that 'syncopation' means a rhythm that is played off the natural beat.</p> <p>To know that Ragtime is piano music that uses syncopation and a fast tempo.</p> <p>To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</p> <p>To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Composing a piece of music in a given style with voices and instruments.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p>

	<p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.</p>
Lesson 1	<p>Ragtime</p> <ul style="list-style-type: none"> To sing and clap a syncopated rhythm for a ragtime style song
Lesson 2	<p>Traditional jazz</p> <ul style="list-style-type: none"> To improvise a call and response
Lesson 3	<p>Scat singing</p> <ul style="list-style-type: none"> To be able to scat sing using the call and response format
Lesson 4	<p>Jazz motifs</p> <ul style="list-style-type: none"> To create a jazz motif
Lesson 5	<p>Swung rhythms</p> <ul style="list-style-type: none"> To create a jazz motif
Vocabulary	
Call and response, jazz, motif, Ragtime, rhythm, scat singing, straight quaver, swung quaver, syncopation	

<p>Year 3 Music Summer 2 Traditional instruments and improvisation</p>
<p>Previous learning</p>
<p>Jazz Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.</p>

In this unit the children will learn to:

Verbalise feelings about music and identify likes and dislikes.

Read musical notation and play the correct notes of the rag.

Improvise along to a drone and tal.

Play a rag and a tal accurately alongside a drone.

Sing accurately from musical notation and lyrics.

Sing and play in time with others with some degree of accuracy and awareness of each other's parts.

Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <p>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</p> <p>To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.</p> <p>To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</p> <p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Composing a piece of music in a given style with voices and instruments.</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>
Lesson 1	Introducing traditional Indian music and instruments <ul style="list-style-type: none">• To explain an opinion of Indian music
Lesson 2	Indian music: Playing a rag <ul style="list-style-type: none">• To be able to improvise using given notes
Lesson 3	Indian music: Adding a drone

	<ul style="list-style-type: none"> To be able to improvise using given notes
Lesson 4	Indian music: Introducing the tal
	<ul style="list-style-type: none"> To create a piece of music using a drone, rag and tal
Lesson 5	Indian music: Performing Anile vaa
	<ul style="list-style-type: none"> To perform a piece of music using musical notation
Vocabulary	
Bollywood, drone, dynamics, notation, rag, sitar, tabla, tanpura, tala, tempo	