

# Year 3 Music Curriculum



## National Curriculum aims:

The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## National Curriculum KS2 subject content:

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.


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

	Autumn 1	Autumn 2
Curriculum focus/links	Let your spirit fly	Glockenspiel 1
Unit Theme	RnB	
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture, tempo Solo, unison, vocal, backing, ballad, R and B, hook, soul	Glockenspiel, compose, improvise, pulse, beat, tempo, dynamics
Style of song/ supporting songs	<ul style="list-style-type: none"> <li>• Colonel Bogey March by Kenneth Alford (Film)</li> <li>• Consider Yourself from the musical 'Oliver!' (Musicals)</li> <li>• Ain't No Mountain High Enough by Marvin Gaye (Motown)</li> <li>• You're The First, The Last, My Everything by Barry White (Soul)</li> </ul>	<ul style="list-style-type: none"> <li>• Easy E</li> <li>• Strictly D</li> <li>• Drive D-E-F-initely</li> <li>• Roundabout March of the Golden Guards Portsmouth</li> </ul>


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	Spring 1	Spring 2
Curriculum focus/links	Three little birds	The dragon song
Unit Theme	Reggae	A pop song that tells a story
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture, tempo Drum and bass, reggae, offbeat, vocal, backing	Pulse, rhythm, pitch, dynamics, texture, tempo Folk music, percussion, solo
Style of song/ supporting songs	<ul style="list-style-type: none"> <li>• Jamming by Bob Marley</li> <li>• Small People by Ziggy Marley</li> <li>• 54-56 Was My Number by Toots and The Maytals</li> <li>• Ram Goat Liver by Pluto Shervington</li> <li>• Our Day Will Come by Amy Winehouse</li> </ul>	<ul style="list-style-type: none"> <li>• Birdsong - Chinese Folk Music</li> <li>• Vaishnava Java - A Hindu Song</li> <li>• A Turkish Traditional Tune</li> <li>• Aitutaki Drum Dance from Polynesia</li> <li>• Zebaidir Song from Sudan</li> </ul>

	Summer 1	Summer 2
Curriculum focus/links	Bringing us together	Reflect, rewind and replay
Unit Theme	Disco	Classical
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture, tempo Drum, bass, keyboard, synthesiser, backing vocals, groove	Pulse, rhythm, pitch, dynamics, texture, tempo Classical, orchestra, organ, melody
Style of song/ supporting songs	<ul style="list-style-type: none"> <li>• Good Times by Nile Rodgers</li> <li>• Ain't Nobody by Chaka Khan</li> <li>• We Are Family by Sister Sledge</li> <li>• Ain't No Stopping Us Now by McFadden and Whitehead</li> <li>• Car Wash by Rose Royce</li> </ul>	<ul style="list-style-type: none"> <li>• L'Homme Arme by Robert Morton - Early Music</li> <li>• Les Tricoteuses (The Knitters) - Baroque</li> <li>• The Clock: II Andante by Franz Joseph Haydn - Classical</li> <li>• Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt - Romantic Prelude</li> <li>• A L'Apres-Midi d'un Faune by Claude Debussy - 20th century</li> <li>• Music for Large and Small Ensembles (opening) by Kenny Wheeler - Contemporary</li> </ul>

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At Cullercoats Primary School, we use the Charange Music Scheme. Knowledge and skills to be covered in Year 3

	<h2>Knowledge</h2>	<h2>Skills</h2>
<p><b>Listen and appraise</b></p>	<ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
<p><b>Games</b></p>	<ul style="list-style-type: none"> <li>● Know how to find and demonstrate the pulse.</li> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● Know the difference between a musical question and an answer.</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. Find the Pulse</li> <li>2. Rhythm Copy Back:             <ol style="list-style-type: none"> <li>a. Bronze: Clap and say back rhythms</li> <li>b. Silver: Create your own simple rhythm patterns</li> <li>c. Gold: Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. Pitch Copy Back Using 2 Notes             <ol style="list-style-type: none"> <li>a. Bronze: Copy back - 'Listen and sing back' (no notation)</li> <li>b. Silver: Copy back with instruments, without then with notation</li> <li>c. Gold: Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. Pitch Copy Back and Vocal Warm-up</li> </ol>
<p><b>Singing</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing</li> </ul>

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<p><b>Playing</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader</li> </ul>
<p><b>Improvisation</b></p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ Copy Back - Listen and sing back</li> <li>○ Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>○ Improvise! - Take it in turns to improvise using one note.</li> </ul> </li> <li>• <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ Improvise! - Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</li> <li>○ Improvise! - Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>
<p><b>Composition</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

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<p><b>Performance</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why</li> </ul>
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