

# Music Curriculum

## Year 3

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

| 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  |

| Sequence   | 1  | 2   | 3  | 4  | 5  | 6  |
|--|--|---|--|--|--|--|
| <p>Substantive Knowledge to be taught.</p> <p>Disciplinary Knowledge: Listen and Appraise Musical Activities Performance</p> | <p><b>Listen and Appraise</b><br/>Let Your Spirit Fly by Joanna Mangona</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Start to learn the song Let Your Spirit Fly</li> </ul> <p><b>Performance</b><br/>Sing the song</p> | <p><b>Listen and Appraise</b><br/>There is currently no listening resource for this part of the lesson, please choose your own Let Your Spirit Fly</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Let Your Spirit Fly</li> <li>- Play instrumental parts</li> <li>- Improvise</li> </ul> <p><b>Performance</b><br/>Sing the song and improvise using voices and/or instruments within the song</p> | <p><b>Listen and Appraise</b><br/>Colonel Bogey March by Kenneth Alford<br/>Let Your Spirit Fly</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Let Your Spirit Fly</li> <li>- Play instrumental parts</li> <li>- Improvise</li> </ul> <p><b>Performance</b><br/>Sing the song and improvise using voices and/or instruments within the song</p> | <p><b>Listen and Appraise</b><br/>Consider Yourself from the musical 'Oliver!'<br/>Let Your Spirit Fly</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Let Your Spirit Fly</li> <li>- Play instrumental parts</li> <li>- Improvise option</li> <li>- Compose</li> </ul> <p><b>Performance</b><br/>Sing the song and perform composition(s) within the song</p> | <p><b>Listen and Appraise</b><br/>Ain't No Mountain High Enough by Marvin Gaye<br/>Let Your Spirit Fly</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Let Your Spirit Fly</li> <li>- Play instrumental parts</li> <li>- Improvise option</li> <li>- Play your composition(s) within the song</li> </ul> <p><b>Performance</b><br/>Choose what you perform today. Start to prepare for the end-of-unit performance</p> <p>The performance will include one or more of the following: Improvisation; Instrumental performance; composition.</p> | <p><b>Listen and Appraise</b><br/>You're the First, the Last, My Everything by Barry White<br/>Let Your Spirit Fly</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>-Warm-up Games</li> <li>-Flexible Games (optional)</li> <li>-Sing the song Let Your Spirit Fly</li> <li>-Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>. Play instrumental parts</li> <li>. Improvise option</li> <li>. Play your composition(s) within the song</li> </ul> </li> </ul> <p><b>Performance</b><br/>Prepare for the end-of-unit performance<br/>-PERFORM TO YOUR CLASS<br/>-Introduce performance to an audience, telling them how the song was learnt and why.<br/>-Record performance and talk about it afterward, giving recommendations for improvements.</p> |

| Key Vocabulary   |  |        |
|--|--|--------|
| Tier 2   |  | Tier 3 |
| <ul style="list-style-type: none"> <li>• Structure</li> <li>• Introduction</li> <li>• Verse</li> <li>• chorus</li> <li>• improvise</li> <li>• compose</li> <li>• pulse</li> <li>• rhythm</li> <li>• pitch</li> </ul> | <ul style="list-style-type: none"> <li>• tempo</li> <li>• dynamics bass</li> <li>• drums</li> <li>• guitar</li> <li>• keyboard</li> <li>• synthesizer</li> <li>• hook</li> <li>• melody</li> </ul> |        |

## 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.

# Music Curriculum

## Year 3

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

| Sequence   | 1   | 2  | 3   | 4  | 5  | 6  |
|--|---|--|---|--|--|--|
| <p>Substantive Knowledge to be taught.</p> <p>Disciplinary Knowledge:<br/>Listen and Appraise<br/>Musical Activities<br/>Performance</p> | <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Easy E - Player 2/Group 2</li> <li>- Easy E - Player1/group 1</li> <li>- Easy E</li> <li>- Easy E theory - the language of music</li> <li>- Easy E (notation)</li> <li>- Strictly D</li> <li>- Strictly D ( Note-names )</li> <li>- Strictly D ( Note-names and notes )</li> <li>- Strictly D Theory - the language of music</li> <li>- Strictly D (notation)</li> <li>- Copyback 1</li> </ul> <p><b>Notes used</b><br/>E / D</p> <p><b>Perform/Share</b><br/>Perform/share the learning from this step</p> | <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Play your music</li> <li>- Play your music( note-names)</li> <li>- Play your music ( notes and note-names)</li> <li>- Play your music theory- the language of music</li> <li>- Play your music (notation)</li> <li>- Drive</li> <li>- Drive (note-names)</li> <li>- Drive (note-names and notes)</li> <li>- Drive theory - the language of music</li> <li>- Drive (notation)</li> </ul> <p><b>Notes used</b><br/>D &amp; E</p> <p><b>Perform/Share</b><br/>Perform/share the learning from this step</p> | <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- DeeCee's Blues (note-names)</li> <li>- DeeCee's Blues (notes + note-names)</li> <li>- DeeCee's Blues theory - the language of music</li> <li>- DeeCee's Blues (notation)</li> <li>- Improvising to DeeCee's Blues</li> <li>- DeeCee's Blues and your improvisation</li> <li>- Copy Back 2</li> <li>- What's up?</li> <li>- What's Up? (note-names)</li> <li>- What's Up? (note-names + notes)</li> <li>- What's up? theory - the language of music</li> <li>- What's Up? (notation)</li> </ul> <p><b>Notes used</b><br/>C &amp; D</p> <p><b>Perform/Share</b><br/>Perform/share the learning from this step</p> | <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- D-E-F-initely</li> <li>- D-E-F-initely (note-names)</li> <li>- D-E-F-initely(notes + note-names)</li> <li>- D-E-F-initely(notation)</li> </ul> <p><b>Notes used</b><br/>D, E &amp; F</p> <p><b>Perform/Share</b><br/>Perform/share the learning from this step</p> | <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Roundabout</li> <li>- March of the Golden Guards</li> <li>- March of the Golden Guards (note-names)</li> <li>- March of the Golden Guards (note-names + notes)</li> <li>- March of the Golden Guards theory - the language of music</li> <li>- March of the Golden Guards (notation)</li> <li>- Theory - the language of music</li> <li>- Portsmouth</li> </ul> <p><b>Notes used</b><br/>C, D, E &amp; F</p> <p><b>Perform/Share</b><br/>Perform/share the learning from this step</p> <p>The performance will include one or more of the following: Improvisation; Instrumental performance; composition.</p> | <p><b>Musical Activities</b><br/>Composition</p> <p><b>Notes used</b><br/>C, D, E &amp; F</p> <p><b>Perform/Share</b><br/>Perform/share the learning from this step<br/>PERFORM TO YEAR 4<br/>-Introduce performance to an audience, telling them how the song was learnt and why.<br/>-Record performance and talk about it afterward, giving recommendations for improvements.</p> |

| Key Vocabulary   |  |        |
|--|--|--------|
| Tier 2   |  | Tier 3 |
| <ul style="list-style-type: none"> <li>• Improvise</li> <li>• Compose</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> </ul> | <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Dynamics</li> <li>• texture structure</li> <li>• melody</li> </ul> |        |

### 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.

# Music Curriculum

## Year 3

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

| 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  |

| Sequence  | 1  | 2   | 3  | 4   | 5   | 6   |
|---|--|---|--|---|---|---|
| Substantive Knowledge to be taught.   | <b>Listen and Appraise</b><br>Three Little Birds by Bob Marley   | <b>Listen and Appraise</b><br>Jamming by Bob Marley<br>Three Little Birds   | <b>Listen and Appraise</b><br>Small People by Ziggy Marley<br>Three Little Birds   | <b>Listen and Appraise</b><br>54 - 46 Was My Number by Toots and The Maytals<br>Three Little Birds  | <b>Listen and Appraise</b><br>Ram Goat Liver by Pluto Shervington<br>Three Little Birds   | <b>Listen and Appraise</b><br>Our Day Will Come by Amy Winehouse<br>Three Little Birds  |
| Disciplinary Knowledge:<br>Listen and Appraise<br>Musical Activities<br>Performance | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Start to learn the song Three Little Birds</li> </ul> <b>Performance</b><br>Sing the song | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Three Little Birds</li> </ul> Play instrumental parts<br><br><b>Performance</b><br>Sing the song and play instrumental parts within the song | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Three Little Birds</li> <li>- Play instrumental parts</li> <li>- Improvise (optional extension activities for improvisation)</li> </ul> <b>Performance</b><br>Sing the song and improvise using voices and/or instruments within the song | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Three Little Birds</li> <li>- Play instrumental parts</li> <li>- Improvise option (optional extension activities for improvisation) f. Compose</li> </ul> <b>Performance</b><br>Sing the song and perform composition(s) within the song | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Three Little Birds</li> <li>- Play instrumental parts</li> <li>- Improvise option (optional extension activities for improvisation)</li> <li>- Play your composition(s) within the</li> </ul> <b>Performance</b><br>Choose what you perform today. Start to prepare for the end-of-unit performance song<br><br>The performance will include one or more of the following: Improvisation; Instrumental performance; composition. | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Three Little Birds</li> <li>- Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:               <ul style="list-style-type: none"> <li>. Play instrumental parts</li> <li>. Improvise option (optional extension activities for improvisation)</li> <li>. Play your composition(s) within the song</li> </ul> </li> <li>--Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</li> </ul> <b>Performance</b><br>Prepare for the end-of-unit performance<br>PERFORM TO PARENTS<br>-Introduce performance to an audience, telling them how the song was learnt and why.<br>-Record performance and talk about it afterward, giving recommendations for improvements. |

| Key Vocabulary  |   |        |
|---|---|--------|
| Tier 2  |   | Tier 3 |
| <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Verse</li> <li>• chorus</li> <li>• bass</li> <li>• drums</li> <li>• electric guitar</li> <li>• keyboard</li> <li>• organ</li> <li>• backing vocals</li> <li>• pulse</li> <li>• rhythm</li> </ul> | <ul style="list-style-type: none"> <li>• pitch</li> <li>• tempo</li> <li>• dynamics</li> <li>• texture structure</li> <li>• compose</li> <li>• improvise</li> <li>• hook</li> <li>• riff</li> <li>• melody</li> <li>• reggae</li> </ul> |        |

## 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.

# Music Curriculum

## Year 3

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

| 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  |

| Sequence  | 1   | 2  | 3   | 4  | 5   | 6   |
|---|---|--|---|--|---|---|
| Substantive Knowledge to be taught.   | Listen and Appraise<br>The Dragon Song  | Listen and Appraise<br>Birdsong - Chinese Folk Music<br>The Dragon Song  | Listen and Appraise<br>Vaishnava Java - A Hindu Song<br>The Dragon Song   | Listen and Appraise<br>A Turkish Traditional Tune<br>The Dragon Song   | Listen and Appraise<br>Aitutaki Drum Dance from Polynesia<br>The Dragon Song  | Listen and Appraise<br>Zebaidir Song from Sudan<br>The Dragon Song  |
| Disciplinary Knowledge:<br>Listen and Appraise<br>Musical Activities<br>Performance | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Start to learn the song The Dragon Song</li> </ul> <b>Performance</b><br>Sing the song | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song The Dragon Song</li> <li>- Option: Play instrumental parts</li> </ul> <b>Performance</b><br>Sing the song and play instrumental parts within the song | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song The Dragon Song</li> <li>- Option: Play instrumental parts</li> <li>- Option: Improvise</li> </ul> <b>Performance</b><br>Sing the song and improvise using voices and/or instruments within the song | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song The Dragon Song</li> <li>- Option: Play instrumental parts</li> <li>- Option: Improvise option</li> <li>- Option: Compose</li> </ul> <b>Performance</b><br>Sing the song and perform composition(s) within the song | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song The Dragon Song</li> <li>- Option: Play instrumental parts</li> <li>- Option: Improvise</li> <li>- Option: Play your composition(s) within the song</li> </ul> <b>Performance</b><br>Choose what you perform today. Start to prepare for the end-of-unit performance<br><br>The performance will include one or more of the following: Improvisation; Instrumental performance; composition. | <b>Musical Activities</b> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song The Dragon Song</li> <li>- Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:               <ul style="list-style-type: none"> <li>. Play instrumental parts</li> <li>. Improvise option . Play your composition(s) within the song</li> </ul> </li> </ul> Choose and play any of the options below, then decide which one/s to practise for the end-of-unit performance<br><br><b>Performance</b><br>Prepare for the end-of-unit performance<br>PERFORM TO KS2<br>-Introduce performance to an audience, telling them how the song was learnt and why.<br>-Record performance and talk about it afterward, giving recommendations for improvements. |

## Key Vocabulary

| Tier 2  | Tier 3   |
|---|--|
| <ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Drums</li> <li>• Bass</li> <li>• pentatonic scale</li> <li>• pulse</li> <li>• rhythm</li> <li>• pitch</li> </ul> | <ul style="list-style-type: none"> <li>• tempo</li> <li>• dynamics</li> <li>• texture structure</li> <li>• compose</li> <li>• improvise</li> <li>• hook</li> <li>• melody</li> </ul> |

## 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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## Year 3

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

| 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  |

| Sequence   | 1  | 2  | 3   | 4  | 5   | 6  |
|--|--|--|---|--|---|--|
| <p><b>Substantive Knowledge to be taught.</b></p> <p><b>Disciplinary Knowledge:</b><br/>Listen and Appraise<br/>Musical Activities<br/>Performance</p> | <p><b>Listen and Appraise</b><br/>Bringing Us Together</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Start to learn the song Bringing Us Together</li> </ul> <p><b>Performance</b><br/>Sing the song</p> | <p><b>Listen and Appraise</b><br/>Good Times by Nile Rodgers<br/>Bringing Us Together</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Bringing Us Together</li> <li>- Option: Play instrumental parts</li> </ul> <p><b>Performance</b><br/>Sing the song and play instrumental parts within the song</p> | <p><b>Listen and Appraise</b><br/>Ain't Nobody by Chaka Khan<br/>Bringing Us Together</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Bringing Us Together</li> <li>- Option: Play instrumental parts</li> <li>- Option: Improvise</li> </ul> <p><b>Performance</b><br/>Sing the song and improvise using voices and/or instruments within the song</p> | <p><b>Listen and Appraise</b><br/>We Are Family by Sister Sledge<br/>Bringing Us Together</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Bringing Us Together</li> <li>- Option: Play instrumental parts</li> <li>- Option: Improvise option</li> <li>- Option: Compose</li> </ul> <p><b>Performance</b><br/>Sing the song and perform composition(s) within the song</p> | <p><b>Listen and Appraise</b><br/>Ain't No Stopping Us Now by McFadden and Whitehead<br/>Bringing Us Together</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Bringing Us Together</li> <li>- Option: Play instrumental parts</li> <li>- Option: Improvise</li> <li>- Option: Play your composition(s) within the song</li> </ul> <p><b>Performance</b><br/>Choose what you perform today. Start to prepare for the end-of-unit performance</p> <p>The performance will include one or more of the following:<br/>Improvisation; Instrumental performance; composition.</p> | <p><b>Listen and Appraise</b><br/>Car Wash by Rose Royce<br/>Bringing Us Together</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>- Warm-up Games</li> <li>- Flexible Games (optional)</li> <li>- Sing the song Bringing Us Together</li> <li>- Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> <li>. Play instrumental parts</li> <li>. Improvise option.</li> </ul> </li> <li>- Play your composition(s) within the song</li> </ul> <p><b>Performance</b><br/>Prepare for the end-of-unit performance<br/><b>PERFORM TO PARENTS</b><br/>-Introduce performance to an audience, telling them how the song was learnt and why.<br/>-Record performance and talk about it afterward, giving recommendations for improvements.</p> |

| Key Vocabulary   |   |        |
|--|---|--------|
| Tier 2   |   | Tier 3 |
| <ul style="list-style-type: none"> <li>Keyboard</li> <li>Drums</li> <li>bass</li> <li>imagination</li> <li>improvise</li> <li>compose</li> <li>disco</li> <li>pentatonic scale</li> <li>pulse</li> </ul> | <ul style="list-style-type: none"> <li>rhythm</li> <li>pitch</li> <li>tempo</li> <li>dynamics</li> <li>texture structure</li> <li>hook</li> <li>riff</li> <li>melody</li> </ul> |        |

|   |
|---|
| <b>Assessment:</b>  |
| <b>Substantive knowledge to be explicitly taught</b>  |
| <b>By the end of this unit children will know:</b>  |
| <b>Listen and Appraise</b>  |
| <ul style="list-style-type: none"> <li>Find the pulse while listening. Some will identify funky rhythms, tempo change, dynamics</li> <li>Identify the instruments/voices you can hear.</li> <li>Explain how the words of the song tell a story. Does the music create a story in your imagination? What story?</li> </ul>   |
| <b>Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)</b>   |
| <b>Warm up games:</b> <ul style="list-style-type: none"> <li>Copy back, play, invent rhythmic and melodic patterns.</li> <li>Bronze Challenge: Rhythm patterns</li> <li>Silver Challenge: C and sometimes A and reading notes.</li> <li>Gold Challenge: C + A and reading notes</li> </ul>  |
| <b>Singing:</b> <ul style="list-style-type: none"> <li>In 2 parts.</li> </ul>   |
| <b>Play instrumental parts:</b> <ul style="list-style-type: none"> <li>Accurately and in time, as part of the performance.</li> <li>The easy part: C</li> <li>The medium part: G, A + C</li> </ul>  |
| <b>Improvise:</b> <ul style="list-style-type: none"> <li>In the lessons and as part of the performance</li> <li>Bronze Challenge: C</li> <li>Silver Challenge: C and sometimes A</li> <li>Gold Challenge: C + A</li> </ul>  |
| <b>Compose:</b> <ul style="list-style-type: none"> <li>A simple melody using simple rhymes, and as part of the performance</li> <li>Using the notes: C, A + G</li> <li>Using the notes: C, D, E, G + A (Pentatonic Scale)</li> </ul>  |
| <b>Perform and Share</b>  |
| <ul style="list-style-type: none"> <li>Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.</li> <li>Perform to parents.</li> <li>Introduce performance to an audience, telling them how the song was learnt and why.</li> <li>Record performance and talk about it afterward, giving recommendations for improvements.</li> </ul> |

# Music Curriculum

## Year 3

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

| 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  |

| Sequence   | 1   | 2  | 3   | 4   | 5  | 6  |
|--|---|--|---|---|--|--|
| Substantive Knowledge to be taught.  | <b>Listen and Appraise</b><br><b>Reflect and Rewind</b><br>Reflect - L'Homme Arm é by Robert Morton (Early Music)   | <b>Listen and Appraise</b><br><b>Reflect and Rewind</b><br>Reflect - Les Tricoteuses (The Knitters) from the Baroque era   | <b>Listen and Appraise</b><br><b>Reflect and Rewind</b><br>Reflect - The Clock: II Andante by Franz Joseph Haydn (from the Classical era)   | <b>Listen and Appraise</b><br><b>Reflect and Rewind</b><br>Reflect - Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era)   | <b>Listen and Appraise</b><br><b>Reflect and Rewind</b><br>Reflect - Prelude à L'Après-Midi D'Un Faune by Claude Debussy (20th Century)  | <b>Listen and Appraise</b><br><b>Reflect and Rewind</b><br>Reflect - Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz)  |
| Disciplinary Knowledge: Listen and Appraise Musical Activities Performance | Rewind and Listen Out! Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell<br><br>Reflect - Composers and Composition (Talvin Singh)<br><br><b>Musical Activities</b><br><b>Reflect, Rewind and Replay</b><br>- A composition activity using Clash And Bang<br>- Rhythm Grid work<br>- The Language of Music<br>Rewind and Replay (Revision) - revisit songs from the year<br><br><b>Perform and Share Replay</b><br>Prepare for a performance of songs and activities from the year. | Rewind and Listen Out! Small People by Ziggy Marley<br><br>Reflect - Composers and Composition (Gwyneth Herbert)<br><br><b>Musical Activities</b><br><b>Reflect, Rewind and Replay</b><br>- A composition activity using Clash and Bang<br>- A composition activity using Rhythm Grid work<br>- The Language of Music<br>Rewind and Replay (Revision) - revisit songs from the year<br><br><b>Perform and Share Replay</b><br>Prepare for a performance of songs and activities from the year. | Rewind and Listen Out! Vaishnava Jana (Traditional)<br><br>Reflect - Composers and Composition (Gwyneth Herbert )<br><br><b>Musical Activities</b><br><b>Reflect, Rewind and Replay</b><br>- A composition activity using Clash And Bang<br>- A composition activity using Rhythm Grid work<br>- The Language of Music<br>- Rewind and Replay (Revision) - revisit songs from the year<br><br><b>Perform and Share Replay</b><br>Prepare for a performance of songs and activities from the year. | Rewind and Listen Out! Birdsong (Chinese Traditional)<br><br>Reflect - Composers and Composition (Gwyneth Herbert)<br><br><b>Musical Activities</b><br><b>Reflect, Rewind and Replay</b><br>- A composition activity using Clash And Bang<br>- Rhythm Grid work<br>- The Language of Music<br>- Rewind and Replay (Revision) - revisit songs from the year<br><br><b>Perform and Share Replay</b><br>Prepare for a performance of songs and activities from the year. | Rewind and Listen Out! We Are Family by Sister Sledge<br>Reflect - Composers and Composition (Gwyneth Herbert)<br><br><b>Musical Activities</b><br><b>Reflect, Rewind and Replay</b><br>- composition activity using Clash And<br>- Bang<br>- Rhythm Grid work<br>- The Language of Music<br>Rewind and Replay (Revision) - revisit songs from the year<br><br><b>Perform and Share Replay</b><br>Prepare for a performance of songs and activities from the year.<br><br>The performance will include one or more of the following: Improvisation; Instrumental performance; composition. | Rewind and Listen Out! Car Wash by Rose Royce<br><br>Reflect - Watch a video of our Charanga singers, Kim and Chris<br><br><b>Musical Activities</b><br><b>Reflect, Rewind and Replay</b><br>- composition activity using Clash And Rhythm Grid work<br>- The Language of Music<br>Rewind and Replay (Revision) - revisit songs from the year<br><br><b>Perform and Share Replay</b><br>Prepare for a performance of songs and activities from the year.<br>PERFORM TO WHOLE SCHOOL<br>-Introduce performance to an audience, telling them how the song was learnt and why.<br>-Record performance and talk about it afterward, giving recommendations for improvements. |

| Key Vocabulary   |  |        |
|--|--|--------|
| Tier 2   |  | Tier 3 |
| <ul style="list-style-type: none"> <li>• Structure</li> <li>• intro/introduction</li> <li>• verse</li> <li>• chorus</li> <li>• improvise</li> <li>• compose</li> <li>• pulse</li> <li>• rhythm</li> <li>• pitch</li> <li>• tempo</li> <li>• dynamics</li> <li>• bass</li> <li>• drums</li> <li>• guitar</li> <li>• keyboard</li> </ul> | <ul style="list-style-type: none"> <li>• synthesizer</li> <li>• hook</li> <li>• melody</li> <li>• texture</li> <li>• structure</li> <li>• electric guitar</li> <li>• organ</li> <li>• backing vocals</li> <li>• hook, riff</li> <li>• melody</li> <li>• Reggae</li> <li>• pentatonic scale</li> <li>• imagination</li> <li>• Disco.</li> </ul> |        |

#### 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.