

St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 3

Term: Autumn 1



Unit: Let your spirit fly



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>chorus - a repeated section in a song which gives the main message</p> <p>verse -a section in a song which has the same tune but different words</p> <p>coda -short section which brings the song or piece to an end.</p> <p>introduction -music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.</p>	<p>Songs are made from a structure including verses and chorus, often with an introduction.</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p>	<p>How the structural elements are put together differently in different songs</p> <p>How to improvise by trying out different musical ideas</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p>	<p>Listening</p> <p>listen to the structure of the songs and be able to say which section is which</p> <p>explain if they like the music or not and give reasons</p> <p>listen out for different instruments which are playing and be able to identify them</p> <p>Singing</p> <p>sing the song all together as a class and in groups</p> <p>Composing</p>

<p>melody - tune</p> <p>ostinato - a repeated pattern</p> <p>phrase - a musical sentence</p> <p>pulse - a steady beat</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p>improvise - create and perform spontaneously or without preparation</p> <p>compose - to create music and record it in written form</p>			<p>improvise using up to 3 notes</p> <p>compose using up to 3 notes</p> <p>show evidence of recording compositions on stave notation or Charanga</p> <p>Musicianship</p> <p>perform pre-written parts using glockenspiels</p> <p>perform own improvisations and compositions within the song</p> <p>perform as part of a whole class and in smaller groups</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 3

Term: Autumn 2



Unit: The Snowman / The Nutcracker



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Howard Blake - English composer</p> <p>Pyotr Ilyich Tchaikovsky - Russian composer</p> <p>Program music - music that, without words, tells a story or describes a scene.</p> <p>ostinato - a repeated pattern</p> <p>phrase - a musical sentence</p> <p>pulse - a steady beat</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p>	<p>The Nutcracker and the Snowman are both examples of programme music which tells a story</p> <p>The Nutcracker was written by Tchaikovsky and each dance portrays a different style of music and section of the story.</p> <p>The Snowman is made from sound effects using instruments to create a whole story.</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>percussion instruments can be played in different ways to create specific effects</p>	<p>it is ok to have different ideas about what the music sounds like and is portraying</p> <p>How to improvise by trying out different musical ideas</p> <p>that practise helps us to improve</p>	<p>Listening</p> <p>explain if they like the music or not and give reasons</p> <p>listen out for different instruments which are playing and be able to identify them</p> <p>explain what they think is happening in the music as a whole or in specific sections of the music</p> <p>Composing</p> <p>improvise using percussion instruments to create sound effects for the story</p>

<p>improvise - create and perform spontaneously or without preparation</p> <p>compose - to create music and record it in written form</p> <p>dynamics - defined by loud / quiet and the variation between them</p> <p>pitch - the property of a sound (musical tone)</p> <p>tempo - the speed at which a piece of music should be played</p>			<p>compose using percussion instruments without writing down ideas. Practise in time with the film extracts.</p> <p>Musicianship</p> <p>perform percussion compositions as a small group</p> <p>perform as part of a whole class and in smaller groups</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 3

Term: Spring 1



Unit: Instruments of the orchestra



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
orchestra string family violin viola violincello double bass woodwind family oboe clarinet flute	the layout of a western orchestra the conductor keeps time to keep all of the players together each family of instruments are placed together some pieces of music do not use every instrument of the orchestra whilst others do instruments from different orchestral families are played in different ways	how to recognise the family of instruments from its timbre instruments are chosen for their timbre and so not all instruments play all of the time how instruments are played how to conduct in 2, 3 and 4 beats	Listening listen to music played by an orchestra and spot the different families of instruments playing Singing sing songs as a class whilst practising conducting Musicianship watch the conductor keeping the orchestra in time conduct in 2, 3 and 4 beats

<p>bassoon</p> <p>brass family</p> <p>french horn</p> <p>trumpet</p> <p>trombone</p> <p>tuba</p> <p>percussion family</p> <p>timpanis / kettle drums</p> <p>conductor</p> <p>timbre - the perceived sound quality of a musical note, sound or tone</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 3

Term: Spring 2



Unit: Tchaikovsky



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Pyotr Ilyich Tchaikovsky</p> <p>concerto - a piece for a solo instrumentalist and orchestra</p> <p>symphony - a piece for an orchestra</p> <p>ballet - a story told by dancing</p> <p>composer - a person who writes music</p> <p>Romantic period - 1820-1900</p> <p>waltz - a piece of music in 3 beats which is danced to</p>	<p>Pyotr Ilyich Tchaikovsky was a Russian composer</p> <p>He composed during the Romantic period (1820-1900)</p> <p>He wrote some very famous works including 1812 overture, Swan Lake and a violin concerto.</p> <p>Tchaikovsky was one of the most famous composers of the Romantic period</p> <p>Tchaikovsky's sleeping beauty waltz is used in the Disney film nearly 100 years later</p>	<p>how composers create music to make a certain effect</p> <p>how music can often tell a story</p> <p>how music written a long time ago can still be relevant today</p> <p>people still listen to and enjoy Tchaikovsky's music today</p> <p>some pieces of music people will enjoy more than others</p>	<p>Listening</p> <p>Listen to a variety of Tchaikovsky's compositions</p> <p>Talk about what instruments they can hear</p> <p>Talk about how the music makes them feel</p> <p>Compare different pieces composed by Tchaikovsky and explain which one they prefer and why</p> <p>Musicianship</p> <p>Keep the pulse of the music with others and on their own</p>

			Conduct to music in 2, 3 and 4 beats
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

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Term: Summer 1



Unit: Glockenspiels and reading notation



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Staff -five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch</p> <p>Notation - a series of written symbols used to represent musical elements</p> <p>Crotchet - a musical note with the value of 1 beat</p> <p>Minim - a musical note with the value of 2 beats</p> <p>quaver - a musical note with the value of a half beat</p> <p>semibreve - a musical note with the value of 4 beats</p>	<p>Musical notation uses dot notation on a staff made using quavers, crotchets, minims and semibreves.</p> <p>The lines and spaces on a treble staff all have different notes assigned to them</p> <p>The time signature shows you how many beats are in the bar</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p>	<p>how to make a ringing tone on the glockenspiel by holding the beater loosely.</p> <p>as the pitch goes up and down, the notes on the glockenspiel will do the same</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p>	<p>Listening</p> <p>Be able to hear different note values and count the beats</p> <p>Listen to where the pitch of the note changes in the melodies</p> <p>Singing</p> <p>Be able to sing back pitched notation before trying to play them</p> <p>Compose</p> <p>compose a short piece using 2 different notes</p> <p>Musicianship</p>

<p>time signature - indicates how many counts are in each measure and which type of note will receive one count</p> <p>pitch- the property of a sound (musical tone)</p> <p>rhythm - music's pattern in time made from long and short sounds.</p> <p>Compose - write or create a piece of music</p>			<p>Be able to read musical notation and play a range of written music on the glockenspiel</p> <p>Perform as part of a group and as an individual</p> <p>be able to conduct to the music in beats of 2, 3 and 4</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 3

Term: Summer 2



Unit: Graphic scores



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>beat - the basic unit of time, the pulse</p> <p>pulse - a steady beat</p> <p>body percussion - percussion sounds that can be made using parts of the body.</p> <p>dynamics - defined by loud / quiet and the variation between them</p> <p>tempo - the speed at which a piece of music should be played</p> <p>structure - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p>	<p>Body percussion is a form of percussion using sounds made using parts of the body</p> <p>Music can still be recorded even if it is not using musical notation</p> <p>Music can still use structure even if it is not using musical notation</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p>	<p>That some rhythmic phrases may sound more pleasing than others</p> <p>How to improvise by trying out different musical ideas</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p> <p>rhythms can be recorded using a graphic score / rhythm grid</p>	<p>Listening</p> <p>Be able to hear different rhythmic phrases and be able to clap and play them by ear.</p> <p>be able to recognise how rhythms have been put together</p> <p>Singing</p> <p>sing songs as a whole class and in groups</p> <p>Composing</p> <p>improvise using percussion instruments to create sound effects for the story</p>

<p>improvise - create and perform spontaneously or without preparation</p> <p>compose - to create music and record it in written form</p> <p>graphic score - another way (besides the more conventional 5-line stave) of notating music or sounds on a page. Unlike a normal piece of music, with its lines and dots showing exactly what note should be played when, a graphic score may be interpreted differently by everyone who plays or sings it.</p>			<p>Compose own rhythmic phrases and how to combine these with others.</p> <p>Show evidence of rhythms using graphic score and rhythm grids.</p> <p>Musicianship Copy a range of rhythmic phrases</p> <p>Work together as a group to combine body percussion/ untuned percussion phrases to create a finished composition.</p> <p>Perform as part of a group and as an individual</p>
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