Music Medium Term Planning
Year: 3

National Curriculum	• 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/stave 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			
Term:	**Main Enquiry Question**	**Unit Overview**	**End of unit outcomes**	**Subject Specific Vocabulary**
<u>Autumn</u> **Unit** Hear it, Play it! Exploring rhythmic patterns	What is meant by a rhythmic pattern?	This term, the children will be exploring rhythmic patterns. With activities designed to get everyone up and moving, the children will learn to identify rhythms and play them using body percussion, instruments and plastic cups! They will explore call-and-response techniques used in a range of songs and have fun creating their own call-and-response (question and answer) phrases. The children will develop their ensemble skills, learning to perform simple rhythmic ostinatos to accompany a song or poem. They will sing songs influenced by different musical styles such as Blues and Rock 'n' Roll and listen out for simple stylistic features in music such as Hound Dog by Elvis Presley and Rock Around The Clock by Bill Haley & His Comets. The children will move on to composing and notating simple rhythmic patterns using different forms of graphic notation.	Explore rhythmic patterns Identify and play rhythms using body percussion, instruments or other sound makers Perform call and response songs and compose their own call-and-response (question and answer phrases) Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem Sing songs influenced by different musical styles and listen out for simple stylistic features in music Compose simple rhythmic patterns and represent them using graphic notation	Beat; **pulse**; copy; leader; conductor Four-beat pulse; **rhythm**; tempo; **faster**; **slower**; body percussion; rhythm pattern **call and response**; four-on-the-floor rhythms; bass drum; hi-hat cymbal; on the beat; off the beat; disco; **verse**; **chorus**; introduction; instrumental repeat; ostinato; **solo**; lyrics; style **melody**; **notation**; graphic score; names of notes (C,D,E) **Words covered previously**

Music Medium Term Planning
Year: 3

Sequence of learning (small steps)	**Step 1: Feeling the pulse and copying rhythmic patterns** **One Action Behind (1 lesson)** To perform rhythmic actions to a steady pulse To internalize pulse To develop ensemble skills **How Does the Rhythm Go? (1 lesson)** To perform body-percussion rhythms at various tempos **Step 2: Exploring call and response** **Copy Cups (1-2 lessons)** To identify the first beat of a bar in 4/4 To copy and create simple call-and-response rhythm patterns To create a rhythmic accompaniment to a song To identify musical characteristics of disco music **Step 3: Performing a simple rhythmic ostinato** **Ostinato Blues (1-2 lessons)** To identify beats in a bar To compose and perform a rhythmic ostinato To listen to and compare versions of a song **Step 4: Composing and notating rhythmic patterns** **Cube Notation (1 lesson)** To compose melodic patterns To create a simple graphic score To use informal notation

Music Medium Term Planning
Year: 3

<u>Spring</u> **<u>Unit</u>** Painting Pictures with Sound		Whether performing actions to match dynamics in Beethoven's 5th Symphony or creating doodles in response to Vivaldi's Winter from The Four Seasons, this term begins with activities designed to help children identify and describe the ingredients (dimensions) that make up music. The children will explore instruments, learning about instrumental timbres associated with different countries and use this knowledge to create simple accompaniments to songs such as We're Going Round The World. As the term moves on, the children will learn how to vary the dimensions of music to evoke mood and atmosphere. They will create suitable music to accompany song lyrics and poetry, as well as improvising a musical phone call to express a suggested mood! The term ends with an opportunity to compose music inspired by stories and settings. The children will create and organize layers of musical sound to create interesting textures and have fun representing these sounds using different forms of notation such as storyboards and composition wheels!	Learn to identify and describe the ingredients (dimensions) that make up music Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere Compose music inspired by stories or settings Create and organise music with layers of musical sound (texture) and represent them using graphic notations	Tempo; **fast**; allegro; **slow**; adagio; getting faster; accelerando; getting slower; rallentando; loud; **forte**; soft; **piano**; getting louder; **crescendo**; getting softer; **diminuendo**; **spiky**; staccato; **smooth**; legato; Baroque Tamborim; agogo; ganza; reco-reco; cuica; caixa; surdo; apito; **chorus**; lyrics; **rhythm**; **call-and-response**; batucada Mood; atmosphere; images; structure; beginning; middle; end; repeat; articulation; timbre; symphonic poem; Romantic period tone; overlap; musical layers; start; stop **Words covered previously**

Music Medium Term Planning
Year: 3

Sequence of learning (small steps)	**Step 1: Identifying the inter-related dimensions of music** **Musical Doodling (1 lesson)** To use symbols to represent instrumental or vocal sounds To identify and describe the inter-related dimensions of music **Step 2: Accompanying songs with suitable timbre and expression** **Suitably Samba (2 lessons)** To identify instruments used in samba music To select appropriate instruments according to their timbre To perform simple samba rhythms **Step 3: Creating sounds in response to a stimulus** **Poetry In Motion (2 lessons)** To explore and select suitable sounds to communicate mood and atmosphere To vary the inter-related dimensions of music to achieve an intended effect To identify some features of a symphonic poem **Step 4: To compose music to communicate stories and settings** **The Sound of the Wind (1-2 lessons)** To recognize different instrumental timbres and their effects To combine several layers of sound and describe the effect To create and follow a graphic score

Music Medium Term Planning
Year: 3

Summer **Unit** Sing Play Notate!		Whether it's hopping, leaping, ascending or descending, this term begins with songs and activities to get children listening and describing pitch and melody. Using their voice as an instrument, they can create simple soundscapes or develop solo singing with songs such as The Losing Things Song. The children will learn to represent melodies from songs such as Healthy Heart and Un, Deux, Trois, exploring different forms of graphic notation such as dots, coins and pipe cleaners! As the term moves on, the class will develop their knowledge of the pentatonic scale, singing songs and working in small groups to compose and improvise simple melodies. The term ends with an opportunity to learn about performance. They will listen and compare versions of music such as March Of The Trolls by Grieg or There's No Business Like Show Business by Irving Berlin, learning how music can be arranged for different instruments and voices. And of course, an opportunity to perform to others is a vital ingredient of the term!	Learn to identify and describe the direction of pitch in simple melodies • Use voices creatively, creating simple soundscapes singing independently and as part of a group • Learn to represent melodies from songs using dot notation and other graphic representations • Explore pentatonic scales, singing songs and composing or improvising simple melodies • Listen and compare versions of music, understanding the elements that shape a performance • Prepare music for a performance	**Pitch; solo;** articulation**; smooth; spiky; staccato**; **legato; loud; forte; soft; piano; crescendo; diminuendo melody; ascending; descending**; step; leap; **notation;** neumes; monophonic; polyphonic; texture Haiku; higher; lower; scale; **pentatonic rhythm**; rest; crotchet; quaver; minim; tempo

Music Medium Term Planning
Year: 3

Sequence of learning (small steps)	**Step 1: Describing and experimenting with pitch** **Pass the Solo (1 lesson)** To sing a solo line To recall pitch To sing accurately with variations in dynamics, articulation and timbre **Step 2: Representing pitch** **Coin Notation (1 lesson)** To begin to describe the shape of a melody To use graphic notation to represent pitch To gain an understanding of different forms of musical notation **Step 3: Exploring the pentatonic scale** **Pentatonic Hailku (2 lessons)** To work as a class to compose a pentatonic melody for a haiku To perform a pentatonic melody To read informal notation (note names) **Step 4: Performing songs with tuned accompaniments** **Trip-Trap Melody (1-2 lessons)** To play a simple melody using rhythmic notation To understand the note values of crotchets, quavers and minims To maintain a part in an ensemble
Key Knowledge and skills developed over the year	**Singing and Playing** Sing a widening range of unison songs of varying styles and structures, tunefully and with expression Perform actions and movements confidently and in time as a group. Sing call and response songs with accurate tuning Play call and response rhythms and melodies

Music Medium Term Planning
Year: 3

	Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, <, >) Explore and select instrumental timbres to suit the mood or style of a piece of music Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation) Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) Show growing awareness of different musical roles (conductor, performer, audience, ensemble) **Listening** Listen to music developing and understanding of its background, history and context. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary Listen, and describe how the interrelated dimensions are used to create moods and effects Use listening skills to correctly order a sequence of notes Listen, and identify direction of pitch in a simple melody, copying with voices or instruments Listen, and interpret features in recorded or live music using dance, art or drama **Composing and Improvising** Compose or improvise simple call and response phrases Compose rhythmic accompaniments using untuned percussion Experiment with musical texture (e.g. combining layers of rhythm) Structure a composition with a clear beginning/middle/end and combine layers of musical sound. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work) Compose and improvise simple pentatonic melodies Vary the interrelated dimensions to create different moods and effects. Collaborate with others, trying out musical ideas and making improvements where needed. **Notation** Play from rhythmic notation and understand the value of minims, crotchets and quavers Follow graphic notation to guide singing and playing Use graphic notation to represent rhythmic or melodic patterns Create graphic notation to represent two or more layers of musical sound Apply word chants to rhythms, understanding how to link each syllable to a musical note

Music Medium Term Planning
Year: 3