

Year 3 – Music Overview



Topic	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Pentatonic melodies and composition (Theme: Chinese New Year)	Unit: Traditional instruments and improvisation (Theme: India)	Developing singing technique (The Vikings)	Jazz
Linked Books						
Prior learning	<p>To create a rhythm To show structure on a graphic score To write a graphic score to show texture To compose a piece of</p>	<p>To be able to improvise using given notes To be able to improvise using given notes To create a piece of music using a drone, rag and tal</p>	<p>To sing a ballad and explain what it is To be able to perform a ballad with an understanding of style To understand that ballads tell</p>	<p>To sing and clap a syncopated rhythm for a ragtime style song To improvise a call and response</p>	<p>To tell a story from a piece of music through movement To create a soundscape using percussion To create</p>	<p>To sing in time with others To sing in time with others To recognise simple rhythmic notation by ear and by sight To use simple</p>

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	music with a given structure To perform a group composition	To perform a piece of music using musical notation	a story To be able to write lyrics for a ballad To take part in a group performance	To be able to scat sing using the call and response format To create a jazz motif To create a jazz motif	a range of sounds to accompany a story To compose and perform a rhythm to accompany a story To compose and notate a short melody to accompany a story	rhythmic notation to compose a Viking battle song To perform music with confidence and discipline
Compose	David Bowie Space Oddity The Righteous Brothers Unchained Melody Bryan Adams Everything I Do Performed by Samantha Barks On my Own (from Les Misérables) Whitney Houston I Will Always Love You Sam Smith Writing on The Wall Rihanna Diamonds Leona Lewis Run The Scorpions Winds of Change Adele Hello Eiffel 65 Blue (Da Ba Dee)	Mussorgsky Night on the Bare Mountain Mozart Horn Concerto No 4 In E flat Major (Rondo)	Unknown (Traditional Chinese song) Jasmine Flower	Daler Mehndi Tunak Tunak Tun Punjabi MC Knight Rider Bhangra Udit Narayan Mubarak Ho Tumko Ye Shaadi Talavva Tabla Ecstasy	Mary Green and Julie Stanley Dragon Ships	Scott Joplin Maple Leaf Rag Scott Joplin The Entertainer Terry Gilkyson The Bare Necessities David W. Guion Turkey in the Straw ~The New Orleans Jazz Band When the Saints Go Marching in Ella Fitzgerald Scat Singing Hugh Laurie & Stephen Fry Minnie the Moocher Cab Calloway Minnie the Moocher Oscar Peterson Jazz-Blues Lick Benny Goodman Sing Sing Sing Mozart Twinkle Twinkle Little Star James Hook & Samuel

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						Arnold Baa baa black sheep
Substantive knowledge	<p>To sing a ballad and explain what it is</p> <p>To be able to perform a ballad with an understanding of style</p> <p>To understand that ballads tell a story</p> <p>To be able to write lyrics for a ballad</p> <p>To take part in a group performance</p>	<p>To tell a story from a piece of music through movement</p> <p>To create a soundscape using percussion instruments</p> <p>To create a range of sounds to accompany a story</p> <p>To compose and perform a rhythm to accompany a story</p> <p>To compose and notate a short melody to accompany a story</p>	<p>To learn about the music used to celebrate the Chinese New Year festival</p> <p>To play a pentatonic melody</p> <p>To write and perform a pentatonic melody</p> <p>To perform a group composition</p> <p>To perform a piece of music as a group</p>	<p>To explain an opinion of Indian music</p> <p>To be able to improvise using given notes</p> <p>To be able to improvise using given notes</p> <p>To create a piece of music using a drone, rag and tal</p> <p>To perform a piece of music using musical notation</p>	<p>To sing in time with others</p> <p>To sing in time with others</p> <p>To recognise simple rhythmic notation by ear and by sight</p> <p>To use simple rhythmic notation to compose a Viking battle song</p> <p>To perform music with confidence and discipline</p>	<p>To sing and clap a syncopated rhythm for a ragtime style song</p> <p>To improvise a call and response</p> <p>To be able to scat sing using the call and response format</p> <p>To create a jazz motif</p> <p>To create a jazz motif</p>
Skills	<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,</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>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</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>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>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the</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>

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<p>Listening</p>	<p>and through movement Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>details of a piece of music, both verbally, and through movement Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>
<p>Composing</p>	<p>Composing a piece of music in a given style with voices and instruments.</p>	<p>Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic) Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions</p>	<p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic) Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions</p>	<p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic) Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions</p>	<p>Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic) Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions</p>

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		Suggesting and implementing improvements to their own work, using musical vocabulary.				
Performing	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.
Vocabulary	ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics,	atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, melodic pattern, melody, opinion,	accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation,	Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated	accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration,	call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver,

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	<p>melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume</p>	<p>notation, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion</p>	<p>harmony, lay dies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion,</p>	<p>rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo</p>	<p>dynamics, in-time, in-tune, layer, lyrics, key change, major key, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up,</p>	<p>strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune,</p>
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