

Wilbury Primary School Music Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Ballads	Night on a Bare Mountain	Dragon Scales	Salsa	Just 3 Notes	Rainforest Percussion
Link to Programme of study	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>					
Composite knowledge	<p>What are the main features of a ballad?</p> <p>How do we sing in tune?</p>	<p>How can music create different moods?</p> <p>How can we create different moods with our performance?</p>	<p>Which notes make up the pentatonic scale?</p> <p>How many different ways can we perform the pentatonic scale?</p>	<p>What are the main features of salsa music?</p> <p>How do we perform syncopated rhythms?</p>	<p>Why do we notate music?</p> <p>How do different kinds of notation help us to compose?</p>	<p>How can we create different sounds using our body?</p> <p>What is texture in music?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intentional knowledge they need to understand (Component knowledge)</p>	<p><b>Performance</b> Singing songs in a variety of musical styles with accuracy and control, demonstrating vocal technique</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p><b>Listening</b> 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><b>Music History</b> Becoming familiar with folk ballads from the 19<sup>th</sup> and 20<sup>th</sup> centuries</p>	<p><b>Performance</b> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p><b>Listening</b> Describing the timbre, dynamic and textural details of a piece of music, both verbally, and through movement</p> <p><b>Composition</b> Combining melodies and rhythms to compose a multi-layered composition</p> <p><b>Music History</b> Becoming familiar with orchestral music</p>	<p><b>Performance</b> Performing from basic staff notation incorporating rhythm and pitch and being able to identify these symbols using musical terminology</p> <p><b>Listening</b> Recognising and explaining the changes within a piece of music using musical vocabulary</p> <p><b>Composition</b> Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</p>	<p><b>Performance</b> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p><b>Listening</b> Understanding that music from different parts of the world has different features</p> <p><b>Composition</b> Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</p> <p><b>Music History</b> To become familiar with salsa music</p>	<p><b>Performance</b> Performing from basic staff notation incorporating rhythm and pitch and being able to identify these symbols using musical terminology</p> <p><b>Listening</b> Recognising the use and development of motifs in music</p> <p><b>Composition</b> Composing a piece of music in a given style with voices and instruments</p> <p>Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary</p> <p><b>Music History</b> To become familiar with Beethoven's 5<sup>th</sup> Symphony</p>	<p><b>Performance</b> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p><b>Listening</b> Beginning to show an awareness of metre</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work</p> <p><b>Composition</b> Combining melodies and rhythms to compose a multi-layered composition</p> <p>Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions</p>
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vocabulary	Ballad, ensemble, compose, chorus, verse, tune, lyrics, tempo, dynamics, solo, ensemble, refrain, bagpipes, accompaniment	Mood, texture, dynamics, orchestra, pitch, repeated rhythm, pattern, notation, ensemble, compose, accelerando	Tempo, dynamics, crescendo, timbre, duration, pentatonic	Salsa, instrumental break, intro, outro, ostinato, syncopation, rhythm, strong and weak beats	Features, repeating, composition, repetition, tempo, ensemble, notation, unison, structure, melody, compose, minor key	Pitter, raindrop, clicking, tempo, boom, structure, contrast, lower, loop, pitch, patter, clapping, body percussion, rhythm, snap, texture, higher, compose, melody, inspiration, keyboard, motif
Links to prior knowledge	Key musical story telling links to Y2 Inspired by Myths	Key orchestral story telling links to Y2 Under the Sea	Key melodic understanding links to Y2 Melody Makers and Y3 Ballads	Key singing performance links to Y2 British Song and Year 3 Ballads	Key composition and notation links to Y2 Inspired by Myths and Melody Makers	Key rhythm links to Y2 African Rhythms and Y3 Night on a Bare Mountain
Key knowledge for assessment	Children are able to perform the lyrics fluently in the songs with accompanying actions  Children can accompany a ballad accurately (steady pulse) with simple instrumental parts  Children can explain the key features of a ballad	To be able to explain how music can create different moods  To be able to adapt our performance to create moods	To write and perform a pentatonic melody  To be able to perform a group composition	To be able to perform syncopated rhythms  To be able to move in time to music	To read simple pitch notation and note durations  To be able to use different forms of notation to represent sounds	To be able to create musical rhythms using body percussion  To be able to build and improve a composition that has a simple tune
Cross-curricular links	Links to narrative poetry		Depending on the time of year, this can link to Chinese New Year			There are links here to the Rainforest Geography topic