

Y3 Music – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 3 Music planning placed in context of long-term knowledge and skill growth.

<p>Rationale: Children entering Y3 will have a secure knowledge of the work of a range of artists, music genres and will be able to express an opinion about their style. During Y3 children will see how some musical artists focus on a particular style and incorporate a range of themes throughout their music. They will explore RnB, Reggae, pop songs that tell a story and disco music. Children will develop an understanding of musical notation and will begin to identify a range of musical notes whilst playing three notes (C, D, E) in composition, improvisation and performance. We continue to develop learning from Y2; appraising a range of music styles and finding the pulse of the music in a variety of different ways. Knowing the importance of showing respect to others through performance, children will develop a resilient approach when learning a range of musical genres and playing a musical instrument.</p>	
<p>Y3: Listen and appraise</p>	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about; any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch); identify the main sections of the song (introduction, verse, chorus etc.) ; name some of the instruments they heard in the song 	<p>Key Discussion Points:</p> <ul style="list-style-type: none"> How do you find the pulse? Can we use a variety of ways to move with the pulse? Does the song tell us a story? How does the song make you feel? What instruments can you identify in the song? How can we respect everyone’s opinion about the song?
<p>Y3: Musical activities</p>	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. 	<p>Key Discussion Points: Use the warm up games provided to complete the Bronze, Silver and Gold challenges.</p> <p>1. Find the Pulse</p> <p>2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms</p> <p>3. Pitch Copy Back Using 2 Notes</p> <p>a. Bronze: Copy back – ‘Listen and sing back’ (no notation)</p> <p>b. Silver: Copy back with instruments, without then with notation</p> <p>c. Gold: Copy back with instruments, without and then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p>
<p>Y3: Singing</p>	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice 	<p>Key Discussion Points:</p> <p>Why should we sing in unison? What does it mean?</p> <p>Why is important to warm our voices before performing?</p> <p>Show me good posture for singing.</p> <p>Why do we need to find the pulse of the song before singing?</p>

Y3: Playing instruments.	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> To know and be able to talk about: The instruments used in class (a glockenspiel) 	<p>Key Discussion Points:</p> <p>What is a glockenspiel? How can we treat the instrument with respect? Which notes are we focussing on playing? How can we help our partner whilst we wait for our turn? Why is it important to practise?</p>
Y3: Improvisation	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. 	<p>Key Discussion Points:</p> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>Bronze Challenge: ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note.</p> <p>Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes.</p>
Y3: Composition	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>Key Discussion Points:</p> <p>Which notes have we learnt? Think about the pulse of the song, how many beats can we play?</p>
Y3: Performance	
<p>Key Knowledge, building on previously taught skills:</p> <ul style="list-style-type: none"> To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence 	<p>Key Discussion Points:</p> <p>How can we show respect to others? Where is the best place to be when performing? How did you feel during the performance? What went well? What would you change and why?</p>

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| <ul style="list-style-type: none">• A performance can be a special occasion and involve an audience including of people you don't know• It is planned and different for each occasion• It involves communicating feelings, thoughts and ideas about the song/music | |
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