**Year 3 Music Curriculum – Autumn Term**

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| **Theme: Pulse** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the 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 with increasing aural memory. * use and understand staff 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. | | | **Keyword** | Definition | **Rest** | rests can be put in place of a note, signalling a pause. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Crotchet** | a musical note lasting 1 beat | **Rhythm** | The pattern of sounds played through time, formed by a series of notes. | | |
| **Ostinato** | a repeated musical phrase or rhythm | **Tempo** | the speed at which a piece of music is played | | |
| **Paired quavers** | two  two quavers, half a beat each which together equals 1 beat | **Texture** | the ‘thickness’ or ‘thinness’ of sound in a piece of music, achieved by layering  different sounds together | | |
| **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of  music |  |  | | |
| **Prior Learning:**  Pulse – Year 2 | | | | | **Future Learning:**  Pulse – Year 4 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Sing and play confidently while maintaining a steady pulse | | * In this lesson, children will practice singing and playing to a steady pulse. They will learn how to read crotchets, crotchet rests and quavers using standard notation and perform 2 ostinato rhythms as a class performance. | | | | | * Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression. Perform forte and piano, loud and soft. * Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. * Begin to understand the differences between crotchets and paired quavers. | | |
| 1. Use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests | | * In this lesson, children will work in pairs to compose their own 4 beat rhythms using standard notation. Each pair will perform this to the class who need to listen and check that the notated rhythm matches what they heard. | | | | | * Begin to understand the differences between crotchets and paired quavers. | | |
| 1. Apply word chants to rhythms and link each syllable to a musical note | | * In this lesson, children will work in pairs to compose another 4 beat rhythm using standard notation and write word chants to match. They will choose one of their chants to perform to a hip-hop backing tracking, ensuring they maintain the pulse of the track. | | | | | * Begin to understand the differences between crotchets and paired quavers. * Apply word chants to rhythms, understanding how to link each syllable to one musical note. | | |
| 1. Compose and perform an ostinato using standard notation | | * In this lesson, children will work in groups of 5/6 to create their own 4 or 8 beat ostinato rhythm which can be played and performed using untuned percussion or a word chant over a backing track. They will practice and refine the accuracy of the rhythm before performing it to the backing track and then try to maintain playing it over another group’s ostinato. | | | | | * Begin to understand the differences between crotchets and paired quavers. * Compose song accompaniments on untuned percussion using known rhythms and note values. | | |
| 1. Maintain a part in a piece and respond to visual and aural cues. | | * In this lesson, children will practice and refine their ostinato composition from last week to perform as an accompaniment to We Don’t Talk About Bruno. Chn who used untuned percussion last week will write a word chant this week and vice versa. They will then focus on following visual and aural clues and work on accurately maintaining their ostinatos whilst performing alongside other groups, to create a whole class performance. This will be recorded for the next lesson. | | | | | * Begin to understand the differences between crotchets and paired quavers. * Compose song accompaniments on untuned percussion using known rhythms and note values. | | |
| 1. Suggest ways to improve my own and other’s work using musical vocabulary | | * In this lesson, children will watch the performance from last week. They will give and receive feedback using the vocabulary introduced and used throughout this unit. | | | | | * Begin to understand the differences between crotchets and paired quavers. * Compose song accompaniments on untuned percussion using known rhythms and note values. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lesson 1 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Pulse | | **2** | Pulse | | **4** | Pulse | | **5** | Pulse | | **6** | Pulse | | |
| **Dynamics** | * Lesson 1 | | | | | | |
| **Tempo** |  | | | | | | |
| **Composition** | * Lessons 4 and 5 | | | | | | |