**Year 3 Music Curriculum – Autumn Term**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Voice** | | | | | | | | | |
| **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 | **Pitch** | how high or low a note is | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Crescendo** | getting louder | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | | |
| **Diction** | forming words clearly and accurately | **Tempo** | the speed at which a piece of music is played | | |
| **Dynamics** | the volume of sound | **Unison** | Playing or singing the same notes together, at the same pitch. | | |
| **Forte** | loud | **Verse and Chorus** | Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where  the verse will change words but the chorus will stay the same | | |
| **Melody** | The tune | **Piano (pronounced pee-ar-no)** | quiet | | |
| **Prior Learning:**  Voice- Year 2 | | | | | **Future Learning:**  Voice- Year 4 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Sing fluently in unison and pitch match accurately. | | * In this lesson, children will learn the importance of vocal warm ups prior to singing sessions and the need for good posture. They will begin to learn the song ’Wake up shake up’. Pitch-matching and identifying the shape of the pitch in the melody will be the focus. This will be demonstrated through hand movements and notating using graphic scores.They will also learn the first part of ‘Calypso Mash up’ which is Mango walk. Here they will be focussing on diction, pitch matching and accurate rhythm. | | | | | * Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression. | | |
| 1. Sing fluently in unison and pitch match accurately using dynamics | | * In this lesson, children will continue to learn the next two actions of ‘Calypso Mash Up’, focussing on pitch matching and rhythm. Pupils will be given the opportunity to lead the class in singing three parts. They will also learn the chorus and verse 1 of ‘Packed Lunch Peril’. They will be encouraged to articulate what they understand about the melody line. | | | | | * 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 (loud) and piano (quietly) | | |
| 1. Maintain my part when singing a song with more than one part, following performance directions. | | * In this lesson, children will continue to learn sections of the songs ‘Wake Up Shake Up’ and ‘Packed Lunch Peril’ focussing on pitch matching and diction. They will also notate identified melodies in ‘Packed Lunch Peril’ to develop understanding and accuracy of the melody line. Children will learn an ostinato part for ‘Calypso Mash Up’ and will layer all of the parts together, following performance directions. | | | | | * 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). | | |
| 1. Sing fluently in unison and use expression to convey the meaning of the song. | | * In this lesson, children will learn the last section of the song ‘Wake up shake up’ and will practise and consolidate ‘Packed Lunch Peril’. As a class, they will compile their own structure for ‘Calypso Mash Up’ and practise. | | | | | * 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). | | |
| 1. Use dynamics, expression and actions when I sing and follow performance directions | | * In this lesson,  children will revise and practise the three songs learnt during this unit of work. They will focus on pitch-matching following and using performance instructions. They will perform their songs and watch a recording. Afterwards, they will evaluate their own and other’s performance and use this feedback to improve their 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). * Perform actions confidently and in time to a range of action songs. | | |
| 1. Perform with confidence in unison and in parts, using expression, actions and dynamics and comment on my own and other’s performances using Yr 3 vocabulary. | | * In this lesson, the children will perform the three songs they have prepared for performance to an audience of parents/other classes. They will watch a recording of the performance and evaluate. | | | | | * 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. * Perform actions confidently and in time to a range of action songs. * Perform as a choir in school assemblies. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1-6 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Voice | | **2** | Voice | | **4** | Voice | | **5** | Voice | | **6** | Voice | | |
| **Dynamics** | * Lessons 2, 5 and 6 | | | | | | |
| **Tempo** | * Lessons 5 and 6 | | | | | | |
| **Composition** |  | | | | | | |