**Year 3 Music Curriculum –Spring Term**

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| **Theme: Rhythm** | | | | | | | | | |
| **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 | **Paired quavers** | two quavers, half a beat each which together equals 1 beat | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Crochet** | a 1 beat note | **Pulse** | The regular ‘heartbeat ’of a piece, holding the core timing together. This is also known as the beat. | | |
| **Crotchet rest** | a 1 beat rest | **Phrase** | A series of notes that sound complete even when played apart from the main song. | | |
| **Dynamics** | the volume of sound | **Rhythm** | A pattern of sounds played through time, formed by a series of notes | | |
| **Graphic Notation** | using non-standard symbols to represent written music | **Syncopated rhythm** | on the off-beat | | |
| **Improvise** | to create or invent music in real time (on the spot) | **Tempo** | The speed at which a piece of music is played | | |
| **Internalise** | to ‘hear’ the music in time in your head | **Texture** | The way that pitch and rhythm are combined in a piece of music which determines the  overall quality of the sound. | | |
| **Ostinato** | A repeated musical phrase or rhythm |  |  | | |
| **Prior Learning:**  Rhythm- Year 2 | | | | | **Future Learning:**  Rhythm- Year 4 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Play rhythms confidently whilst maintaining a consistent pulse | | * Children will work in small groups to create a short piece which is based around a song they are familiar with. They will practice either performing the syllables of the song as a rhythm, or keeping a consistent pulse. | | | | | * Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. * Improvise (using my voice, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), and invent short ‘on-the-spot’ responses using a limited note-range. * Begin to understand the differences between crotchets and paired quavers. | | |
| 1. Demonstrate that I understand the difference between pulse and rhythm whilst performing songs and playing instruments. | | * Children will build on skills learned in the previous lesson by exploring and practising internalising words. They will sing and play along with a range of songs, developing their ability to clap rhythms whilst maintaining a consistent pulse. | | | | | * 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. Play rhythms confidently while maintaining a consistent pulse | | * Children will watch the Harry Potter ‘Mysterious Ticking Sound’ video on YouTube and identify the layers of rhythm created by the characters' names. They will then work in small groups to compose their own piece, using the video as inspiration. | | | | | * 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. * Apply word chants to rhythms, understanding how to link each syllable to one musical note. | | |
| 1. Take part in a performance, follow musical signals and maintain a strong sense of pulse | | * Children will build on the skills practised in the last lesson and compose their own rhythms from the phrases they created. They will then notate these rhythms by making a graphic score. | | | | | * 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. Take part in a performance, follow musical signals and maintain a strong sense of pulse | | * Children will use these rhythms to create their own piece in small groups. They will need to establish and follow a clear set of signals to know when to start and stop as a group. The pieces will be performed and recorded for the next lesson. | | | | | * 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. Comment on my own and other people’s performances using Yr 3 vocabulary learnt | | * Children will watch the video recordings from the previous lesson and have a discussion about what they observed in the performances. Children will peer and self-assess, using appropriate musical vocabulary. | | | | | * 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 | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** |  | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Rhythm | | **2** | Rhythm | | **4** | Rhythm | | **5** | Rhythm | | **6** | Rhythm | | |
| **Dynamics** |  | | | | | | |
| **Tempo** | * Lessons 1 and 3 | | | | | | |
| **Composition** | * Lessons 1, 3, 4 and 5 | | | | | | |