**Year 3 Music Curriculum –Spring Term**

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| **Theme: Pitch** |
| **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  | **Motif** | A short ‘musical idea ’representing a mood or character in a piece of music | **PSHE** – **History –** **English** – **Science –**  |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Octave** | a distance of eight notes (eg. A-B-C-D-E-F-G-A’) |
| **Graphic notation** | using non-standard symbols to represent written music | **Ostinato** | A repeated musical phrase or rhythm |
| **Harmony** | A musical effect created by a combination of tones or arrangement of multiple parts | **Pentatonic** | A five note musical scale |
| **Interval** | The difference in pitch between 2 sounds | **Pitch** | How high or low a note is |
| **Lyrics** | the words of a song | **Pitch match** | sing the same pitches as the leader |
| **Melody** | A group of notes played one after another to make a tune (a melody) | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music. This is also known as the beat. |
| **Rondo** | Music composed in a set pattern of sections. The main initial musical theme alternates withcontrasting musical sections and is often represented as A-B-A-C-A-D-A. | **Structure** | The layout of a piece of music which can usually be divided into sections |
| **Round** | A composition where each singer/instrumentalist performs the same melody, but beginsat different times. | **Tempo** | the speed at which a piece of music is played |
| **Stave** | A set of 5 horizontal lines and 4 spaces that each represent a different musical pitch | **Texture** | The way that pitch and rhythm are combined in a piece of music which determines the overall quality of the sound. |
| **Timbre** | The quality or ‘colour ’of sound that make one voice or instrument different fromanother | **Rhythm** | A pattern of sounds played through time, formed by a series of notes. |
| **Prior Learning:**Pitch- Year 2 | **Future Learning:**Pitch – Year 4 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Aurally identify basic changes in pitch within a limited range
 | * Children will listen to different versions of ‘Toccata and Fugue’ and ‘The Swan’ to understand the concept of an octave and how the same melody can be played on a higher or lower octave. They then work with a partner to make up a simple melody for them to copy at a higher or lower octave.
 | * Structure musical ideas (e.g. using echo or question and answer phrases)
* Individually copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow, including question-and-answer phrases
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| 1. Begin to create simple rhythmic patterns, melodies and accompaniments
 | * Children will be focusing on the traditional song ‘London’s Burning’ and Terry Riley’s work, ‘In C’. They will be used as a starting point for children to create their own arrangement.
 | * Sing a widening range of unison songs of varying styles and structure
* Perform forte and piano, loud and soft.
* Structure musical ideas to create music that has a beginning, middle and end and compose to different stimuli
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| 1. Aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range
 | * Children will listen to Beethoven’s 5th symphony. Discussions based on understanding how pitch can create different moods and feelings in music will follow and the children will take Beethoven’s famous motif and use it to create their own short piece.
 | * Invent short ‘on-the-spot’ responses using a limited note-range.
* Structure musical ideas (e.g. using echo or question and answer phrases)
* Play tuned percussion or a melodic instrument and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups.
* Begin to understand the stave, lines and spaces, and clef.
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| 1. Begin to create simple rhythmic patterns, melodies and accompaniment
 | * Children will listen to the theme from the film, ‘Jaws’. They will discuss the musical elements which help to create mood and drama in the music and then listen to a contrasting piece of music- “Aquarium’ by Saint-Saens and compare the two. These pieces will form the main points of discussion for the lesson.
 | * Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression.
* Apply word chants to rhythms, understanding how to link each syllable to one musical note.
* Begin to understand the stave, lines and spaces, and clef.
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| 1. Begin to create simple rhythmic patterns, melodies and accompaniment
 | * Children will use learning and understanding developed in the unit so far, to create group pieces inspired by the ‘Jaws’ theme and Saint-Saens’ music. Children will have the opportunity to perform their work using voices and instruments and these performances will form the basis for the assessment opportunities in the next lesson.
 | * Apply word chants to rhythms, understanding how to link each syllable to one musical note.
* Begin to understand the stave, lines and spaces, and clef.
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| 1. Comment on my own and other’s performances using Yr 3 vocabulary learnt
 | * Children will watch their performances from the previous lesson and carry out self and peer assessment in order to make improvements to their work.
 | * Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression (Starter)
* Perform forte and piano, loud and soft (Starter)
* Perform actions confidently and in time to a range of action songs (Starter)
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 1, 3, 4 and 6
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| **EYFS** | Understanding the World |
| **1** | Pitch |
| **2** | Pitch |
| **4** | Pitch |
| **5** | Pitch |
| **6** | Pitch |

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| **Dynamics** | * Lessons 2 and 6
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| **Tempo** | * Lesson 1
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| **Composition** | * Lessons 2, 3, 4 and 5
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