**Year 3 Music Curriculum –Summer Term**

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| **Theme: Technology, structure and form** |
| **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  | **Outro** | the section that ends a song. The last part of song structure. | **PSHE** – **History –** **English** – **Science –**  |
| **Audio recording** | make a recording of sound | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music |
| **Bar** | A segment of time corresponding to a specific number of beats marked in the music by vertical‘bar lines’ to group them together | **Song structure** | the arrangement of a song, typically in sections |
| **Crotchet** | a 1 beat note | **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 |
| **Intro** | A song introduction, or ‘intro’ for short, is the first part of song structure. | **Music technology** | Using an electronic device or equipment to make music |
| **Lyrics** | the words to a song |  |  |
| **Prior Learning:**Technology, structure and form- Year 2 | **Future Learning:**Technology, structure and form- Year 4 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Listen to and use features of music from other traditions, genres and times and use technology to create, change and combine sounds
 | * Children will listen to marching band music and discuss the importance of timing and the pulse in the music. Children will compose bars of body percussion and combine them with some form of music technology. Their pieces will be performed to the rest of the class with some appraisal.
 | * 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.
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| 1. Compose following the basic sections of song structure
 | * Children will work in groups to generate lyrical ideas for a new version of the song. They will share these ideas with the rest of the class and by the end of the lesson, three alternative verses and a chorus will be chosen and practised.
 | * Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end and compose to different stimuli.
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| 1. Compose following the basic sections of song structure
 | * Children will be introduced to the intro and outro sections on the chosen song backing track. They will practise a simple class body percussion for these sections. Groups will then compose their own short body percussion rhythms for the intro and outro to be used next lesson.
 | * Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end and compose to different stimuli.
* Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression
* Begin to understand the differences between crotchets and paired quavers.
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| 1. Compose following the basic sections of song structure
 | * Children will work in small groups to rehearse and perform their own version of the chosen song, using their own group body percussion rhythm and a chosen verse from the class version of the previously composed class song. At the end of the lesson, children will have the opportunity to explore playing composed rhythms using music technology.
 | * Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression
* Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end and compose to different stimuli.
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| 1. Use technology to create, change and combine sounds
 | * Children will rehearse and perform their final versions of their group song over a drum loop created by the whole class together. Time for audience feedback and self-assessment will be included.
 | * Perform actions confidently and in time to a range of action songs.
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| 1. Comment on my own and other people’s performances using Yr 3 vocabulary learnt
 | * Children will watch their performances from lesson 5 and make judgements about their own and others’ performances. A self-assessment sheet can be used to help children focus on the success criteria and to think about what went well and what could have been improved.
 | * Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end and compose to different stimuli.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 3 and 4
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| **EYFS** | Understanding the World |
| **1** | Technology, structure and form |
| **2** | Technology, structure and form |
| **4** | Technology, structure and form |
| **5** | Technology, structure and form |
| **6** | Technology, structure and form |

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