**Year 3 Music Curriculum – Summer Term 2**

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| **Theme: 20th Century Music** |
| **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  | **Looped samples** | short sections of music which are repeated continuously | **PSHE** – **History –** **English** – **Science –**  |
| **bpm** | beats per minute to indicate how fast the music is played | **Lyrics** | the words to a song |
| **Bridge** | a contrasting section of music, often used in the middle of a song between the verse and chorus | **Melodies** | notes that are played one after the other to make a tune (a melody) |
| **Chords** | a group of notes played together | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music |
| **Genre** | a style, or particular type of music | **Rhythm** | the pattern of sounds played through time, formed by a series of notes |
| **Graphic notation** | using non-standard symbols to represent written music | **Synthesiser** | an electronic musical instrument, operated with a keyboard, that can produce a wide selection of sounds |
| **Hi-hat** | a pair of cymbals on a drum kit, that are operated using a foot pedal | **Tempo** | the speed at which a piece of music is played |
| **Kick drum** | a bass drum on a drum kit, that is operated using a foot pedal | **Upbeat** | an unaccented beat in a bar, such as the 2nd and 4th beats |
| **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 |
| **Prior Learning:**20th Century Music- Year 2 | **Future Learning:**20th Century Music- Year 4 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Identify and perform features of House music.
 | * Key features of House music.
* Understand percussion rhythms are formed in different ways.
 | * Begin to understand the difference between crotchets and paired quavers.
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| 1. Identify and perform features of Reggae music.
 | * Key features of Reggae music.
* Some music has accented beats for emphasis.
* 2 note chords are used to accompany some Reggae music.
 | * Compose song accompaniment on tuned percussion.
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| 1. Identify and perform features of Rock and Roll music.
 | * Key features of Rock and Roll music.
* Some music is accented on the 2nd and 4th beats.
* These accented patterns can be mimicked using percussion instruments.
 | * Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
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| 1. Create a piece of music using features of different genres.
 | * Creating compositions can be made in response to and featuring elements of the key features of key features of House, Reggae and Rock and Roll music.
* Compositions must be planned and rehearsed in advance.
 | * Apply word chants to rhythms, understanding how to link each syllable to one musical note.
* 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.
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| 1. Create and practise a piece of music using features of different genres.
 | * Rehearsing performances provide the creative opportunities to improve compositions.
 | * Apply word chants to rhythms, understanding how to link each syllable to one musical note.
* 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.
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| 1. Comment on my own and other people’s performances.
 | * Compositions are performed to audiences.
* Authentic feedback provides a helpful response to musical performance.
 | * Peer-assess and self-assess the compositions using success criteria.
* Provide success criteria to focus on during the performance.
* Feedback findings in a group setting.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lesson 4
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| **EYFS** | Understanding the World |
| **1** | 20th Century Music |
| **2** | 20th Century Music |
| **4** | 20th Century Music |
| **5** | 20th Century Music |
| **6** | 20th Century Music |

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