**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. | | |
| 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. | | |
| 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. | | |
| 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. | | |
| 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. | | |
| 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. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lesson 4 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | 20th Century Music | | **2** | 20th Century Music | | **4** | 20th Century Music | | **5** | 20th Century Music | | **6** | 20th Century Music | | |
| **Dynamics** |  | | | | | | |
| **Tempo** | * Lesson 3 | | | | | | |
| **Composition** | * Lessons 2, 4, 5 and 6 | | | | | | |