


Curriculum Coherence – Year 3 Charanga Focus



Term 1	Stone age – Iron age	
INTENT	IMPLEMENTATION	IMPACT
<p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> - Names of different styles of music – Soul/Gospel, Rock, Classical and Pop - Understand stage craft and how to use body/voice when performing - The importance of warming voice and taking care of voice - How to improvise - Music can create different sound effects - Compose music based on different stimulus 	<p><u>ACTIVITIES</u></p> <ul style="list-style-type: none"> - Listen to a range of musical styles - Use of Charanga – Bob Marley Three Little Birds (reggae) - Compose/perform songs in related to the Stone Age. How to wash a Woolly Mammoth, life as a Stone Age child, hunter and gatherers - Exploration of Ancient flutes that have been discovered in Paleolithic sites around the world 	<p><u>OUTCOMES</u></p> <p><u>PUPILS will know</u> The style connotations and components of various styles of music. How to walk, move or clap a steady beat changing the speed of the beat as the tempo changes.</p> <p><u>Will be able to</u> Sing a widening rang of unison songs of varying styles and structures with a pitch range, tunefully and with expression. Perform actions confidently and in time to a range of action songs.</p> <p><u>Will understand</u> How to perform forte and piano loud and soft). How to warm their voice appropriately.</p>
<p><u>VOCABULARY</u></p> <p>Duration – steady beat, short and long sounds Pitch – High and Low Tempo – Fast and Slow Dynamics – Loud and Quiet Timbre – The tone and quality of the sound – rough smooth, spiky etc. Structure – Phrases of a song and the overall plan of a piece – verse/chorus/verse Ostinato – Repeated rhythmic pattern or melodic shape Drone – Pitched note played continuously throughout a piece Steady Beat – Regular pulse (in time) Repetition – A melodic phrase that is repeated, or recognising that the chorus/verse is repeated Musical Symbols Score – A written form of musical composition Phrase – Short section of a melody Sequence – one after another Graphic Score – Notation using pictures or symbols Rhythm Pattern – A group of long and short sounds Pentatonic – five note scale Tuned percussion – percussion that can play different notes/Untuned percussion</p>	<p><u>MUSICAL APPRAISAL OPPORTUNITIES</u></p> <ul style="list-style-type: none"> • Sing Up: Heads and Shoulders • Singing Sherlock 2: Si, Si, Si • Flying a Round: To stop the train • Trad. Japan: Kaeru no uta • Trad. Morocco: A ram sam sam/Pease Pudding Hot • Trad. Bangladesh: Now charia de (A Boatman’s Song) • Junior Songscape: Listen to the Rain • Voicelinks: Extreme Weather • Sing Up: Skye Boat Song • Trad. Ireland: Be Thou My Vision • Junior Voiceworks 1: Now The Sun Is Shining • Voiceworks 1: Candle Light • Singing Sherlock 2: Shadow • Singing Express 3: Mirror • Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose 	<p><u>Extra-Curricular Opportunities</u></p> <p>Beginner and advanced recorder groups often working towards a bronze, silver or gold medal. Performing within school assemblies. Christmas/termly performances. Opportunities for peripatetic music lessons within school. Choir</p>
<p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) • Perform musically in Christmas concert • Maintain two or more different ostinato patterns in a small instrumental group against a steady beat • Play music that includes rests • Follow a conductor with basic hand signals 		

<ul style="list-style-type: none"> Play 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 (e.g. trios and quartets) Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources 		
<p>LINKS English, Maths, RE, Geography, History, Life learning</p>		

Curriculum Coherence – Instrument tuition – Sing up (inspiring music) 		
Term 2	Ancient Egyptians	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Names of musical styles from different periods in history – Swing, Jazz, Be familiar with the vocabulary below and how to use it accordingly finding the right posture and maintaining it Begin to Understanding posture and the importance of standing Learn about the diaphragm & the mechanism of breathing Learning whole song with actions Build on understanding of good posture and breathing from tummy & not chest practice understanding sound & how it's made after air leaves lungs Understand the importance of storytelling warm Diction testing memory and willingness to be creative & have fun with noises about King Henry VIII wives Tudor style of music Difference between Rhythm & Pulse Understand volume and pitch and the difference between them - Cookie Cooker Cook song - A demonstrate clear knowledge of learning points so far Be Be able to describe what 'dynamics' means. Japanese culture and musical style Understand the importance of smiling - it can be heard 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Practical weekly music lesson alongside inspiring teacher Learn a whole song with actions understand the importance of warming up Warm up - simple call & response Sirens/noises/chewing Making funny noise and to get used to making singing sounds Learning whole song 'Hey Mr Miller' with actions Jazzy Tempo (swing) 4/4 Warm up - warming up voice and body Grandma' Grandma' (call and response) Warm - up - Hey Mr Miller in 2 parts clap rhythm. Sing in canon - round A show understanding on previous focus points clap rhythm and then pulse in different songs Warm-up - Busy Buzzy Bees - learning how to place sound in our mouths playing with the sound of language opportunity to bring some children forward to lead split group sing a song in another language Turned on the television (repeat) Children take it in turns to lead A continue to demonstrate understanding of key points William had 7 sons - creating a sound chain 	<p>OUTCOMES</p> <p>PUPILS will know The appropriate progression of singing techniques, using dynamics, specific musical terminology, warming of voices and singing solo or in groups. Learn a little about Glen Mille Breathing Exercises - being aware of the action of breathing Tango, Waltz and Ho-down</p> <p>Will be able to Feeling the music - 3 different tempos Build their confidence and learn songs with physical actions, both in the warm up and the song. Have the Opportunity to perform with confidence and clearly show an understanding of the learning points covered over the course of the project. children take turns to create and 'compose' a sound scape song</p> <p>Will understand demonstrate how to stand appropriately when singing Connotations of different musical styles How to control their voice, use dynamics, diction, understand rhythm and pulse, maintain good posture and have confidence. Placement of voice</p>
<p>VOCABULARY See previous term</p>	<p>MUSICAL APPRAISAL OPPORTUNITIES</p>	
<p>SKILLS</p> <ul style="list-style-type: none"> Sounds to create particular effects (Timbre) Rhythm patterns in music from different times and places Music that describes feelings or moods using dynamics, tempo and timbre Use breath to help project voice and hit different notes 		

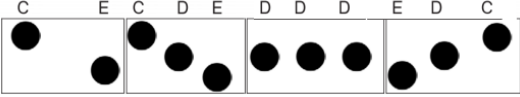
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| <ul style="list-style-type: none">• <i>Sing songs in a variety of styles with an awareness of the tone of their voices and the shape of the melody</i>• <i>Music that incorporates rests</i>• <i>Different groups of beats such a two or three time</i> | |
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LINKS

PE – swing dance, History, Geography (Various cross-curricular links)

Curriculum Coherence – Year 3 Instrument tuition – drumming (inspiring music)



Term 3	Ancient Greeks	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> - Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration):  <ul style="list-style-type: none"> - Learn the body percussion parts, and notation for; Introduce the class to the four 'Drinks' How many syllables in a word Tea, Coffee, Lemonade, Cocacola - Learn about rests - Learn to identify one bar rhythms from ear - Learn about crescendos and diminuendos (notated) - Learn about the caixa - Learn about the role of the caixa - 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Practical weekly music lesson alongside inspiring teacher - Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. - How we play these rhythms on our body - Learn the techniques for playing our handheld instruments - Finding beat 1 of the bar, after a count in - Find beat one - Recall simple rhythms in echo - Opportunity to perform 	<p>OUTCOMES</p> <p><i>PUPILS will know</i> <i>How to play 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 (e.g. trios and quartets). The differences between quavers. Where Samaba originates from. Learn the techniques for playing caixa</i></p> <p><i>Will be able to</i> <i>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values. Read multiple bar rhythms Play more complex 2 part poly rhythms Notate 1 and 2 bar rhythms Each student will notate own 4 bar rhythm</i></p> <p><i>Will understand</i> <i>The stave, lines and spaces, and clef. How to apply word chants to rhythms, understanding how to link each syllable to one musical note.</i></p>
<p>VOCABULARY As previous terms</p>	<p>MUSICAL APPRAISAL OPPORTUNITIES</p>	
<p>SKILLS</p> <ul style="list-style-type: none"> • Recognise aurally the range of percussion used in school and some individual instruments taught in school • Recognise music from different times and countries identifying elements that give its unique sound • Identify repeated rhythmic or melodic phrases in live or recorded music • Identify the structure of a song such as a verse/chorus • Identify the metre of a song – two or three time • Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings 		
<p>LINKS Geography, Design Technology, Art and Design, History, PSCE, PE (opportunities for various cross-curricular links).</p>		