

Year Three Music Long Term Planning

<p style="text-align: center;">Perform Singing/playing</p>	<p style="text-align: center;">Explore and Compose Playing and Exploring</p>	<p style="text-align: center;">Listen, Reflect and Appraise Creating and thinking critically</p>
<p>Using their Voices</p> <ul style="list-style-type: none"> • Sing a variety of songs confidence, singing an increasing number from memory • Show increasing accuracy of pitch and awareness of the shape of a melody • Imitate increasingly longer phrases with accuracy, with an awareness of the phrases in a song • Understand that posture, breathing and diction are important • Demonstrate an awareness of character or style in performance • Chant or sing a round in two parts • Sing songs with a recognised structure (verse and chorus/call and response) <p>Using instruments</p> <ul style="list-style-type: none"> • Keep a steady beat on an instrument in a group or individually • Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato/or steady beat • Use tuned percussion with increasing confidence • Copy a short melodic phrase by ear on a pitched instrument • Play using symbols including a graphic and/or simple traditional notation • Follow simple hand directions from a leader • Perform with an awareness of others • Combine musical sounds with narrative and movement • Perform a composed piece to a friendly audience, as a member of a group or class 	<p>Exploring</p> <ul style="list-style-type: none"> • Longer - shorter/faster - slower/ higher - lower/ louder - quieter sounds on tuned and untuned percussion and voices • Pitch notes moving by step and by leap • Symbols to represent sound (graphic score and traditional notation) • The sounds of different instruments - Timbre and how they can represent different moods etc. • The different sounds that one instrument can make • How the musical elements can be combined to compose descriptive music <p>Composing</p> <ul style="list-style-type: none"> • Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Music that has a recognisable structure; Beginning, Middle and End of Verse/chorus • A piece of music that has a beginning, middle and end (structure) • Music that tells a story, paints a picture or creates a mood • Music that uses repetition/echo • 	<p>Listening and appraising</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces/ extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> - A steady beat - A specific rhythm pattern or event - The speed (Tempo) of the music - The volume (Dynamics) - The melody • Using appropriate musical language • Identify common characteristics • Recognise some familiar instrumental sounds in recorded music (piano, violin etc.) • Identify repetition in music (a song with a chorus) • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names • Listen to their own composition and use musical language to describe what happens in them

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Key words

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 of music

Steady Beat - Regular pulse (in time)

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Repetition - A melodic phrase that is repeated, or recognising that the chorus/verse is repeated

Musical Symbols - Symbols that are used in a graphic score or traditional notation

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

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How we achieve this:

Singing assembly with whole school once a week which involves singing in unison and in parts for enjoyment and special assemblies such as Harvest, Christmas, Easter and end of term assemblies.

Listening to musicians in school that perform in singing assembly and end of term assemblies.

Christmas Performances and Class assemblies – At Christmas the whole of Key Stage 2 performs a simple Christmas play. This includes singing altogether and songs with actions and instruments by each individual class.

Class Assemblies – Each class performs an assembly for parents and the school that involves singing, speaking, showing work and playing instruments.

Class Time –

Action songs - often related to topic

Lessons related to the topic being taught involving composing, listening and performing.

Sing out/Play out - Inspiring music come into school to teach all of the classes a musical instrument such as the recorder or African drums for a term and perform an informal assembly to parents and children. The next term is spent teaching the children a variety of songs with actions and parts concentrating on tone of voice, phrasing of the music and dynamics which is then performed with other schools in an informal concert to other children and then with lots more school in a huge concert at the Bedford Corn Exchange with a live band.

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Extra Curricula Activities

Beginner and advanced recorder groups often working towards bronze, silver and gold music medals.

Choir

Music lessons through Inspiring Music

Resources:

Sing up - sing up membership for the whole school giving access to songs, music, words and lesson plans.

Trolley of music instruments found in the music room

A variety of music to listen to related to each topic