

| Y3 Music | TERM 1A | | TERM 1B | | TERM 2A | | TERM 2B | | TERM 3A | | TERM 3B | |
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| | Harvest Festival | | Animal magic 2 Christmas concert Y3 lead | | Exploring accompaniment Arts Week | | Pentatonic scales Music performance week | | Painting with sound 1 Summer concert | | Painting with sound 2 | |
| | Key knowledge To know that duration is the length of sounds: long/short. To know that rhythm is a pattern of short and long sounds. To know that composers sometimes make up music to create a ‘musical picture’. To know that ‘Peter and the Wolf’ is a story in words and music. To know that it is composed by the Russian composer, Sergei Prokofiev. To know that each character in the story is played by a different instrument. | Key skills To be able to sing animal songs with actions. To listen to rhythm patterns, identify the patterns, clap and play the rhythm patterns as a team. To listen to music about animals and identify key features and composer’s intention. | Key knowledge To know that ‘Carnival of the Animals’ is a musical suite. To know that it is composed by the French composer, Camille Saint-Saëns. To know that there are 14 pieces in the suite, each representing a different animal. To know that ‘The Swan’, played on the cello, is a famous piece from the suite. | Key skills To listen to, sing, dance to and perform actions for a variety of songs about animals. To be able to compose a piece of music for an animal. To be able to name instrument pictures and sounds. | Key knowledge To know that accompaniment can be a rhythm or musical notes that support the melody. To know that pulse is the beat of the music. To know that ensemble is when a team plays music together at the same time. To know that verse and chorus give songs a structure. To know that an introduction is played at the very start, before singing, and sets the mood. To know that an ending gives a finish to the song. | Key skills To sing songs confidently with actions. To be able to sing the melody. To be able to sing the accompaniment. To be able to play an accompaniment. To be able to perform two parts together as a class. To create a team accompaniment and perform to the class. | Key knowledge To know that a scale is a sequence of notes that move by step. To know that scales ascend and descend. To know that a pentatonic scale has 5 notes. | Key skills To be able to sing pentatonic song and identify the 5-note scale in the song. To learn to play a pentatonic scale on the chime bar. To learn and perform a pentatonic song. To be able to use the pentatonic scale to compose own melody. To practise and perform pentatonic melody. | Key knowledge To know that sound is vibration, sound can be heard. To know that ‘The Little Train of the Caipira’ was composed by the Brazilian composer Heitor Villa-Lobos. To know that the composer wanted to create the sound of a train travelling through the Brazilian countryside. | Key skills To listen to and identify different instruments and features in music and how they help create a ‘musical picture’. To be able to choose appropriate sounds to create a musical train. To be able to create train rhythms. To be able to combine these sounds and rhythms to create a team train journey. To listen to and comment on music using some musical words. | Key knowledge To know that a melody is a series of musical notes played after each other. To know that the notes in a melody can move up or down, by step or by leap. To know that the notes can be of different durations. To know that playing two notes together at the same time creates harmony. To know minim, crotchet, quaver and their symbols. | Key skills To listen to, sing and add actions to sea songs. To be able to use aural skills to complete a melodic phrase on the chime bar. To be able to compose a melody on the chime bars using minim, crotchet and quaver. To practise and perform own melody to the class. |
| | Enquiry/question/outcome/activity/genre of unit/text Listen to and comment on music using some musical words. Name instrument pictures and sounds. Work out a rhythm. Identify different rhythm notations. Clap and play different rhythm patterns. Work as part of a team. | | Enquiry/question/outcome/activity/genre of unit/text Listen to and comment on music using musical words to support answer. Name instrument sounds. Present ideas to a team. Work as part of a team to perform composition to the class. | | Enquiry/question/outcome/activity/genre of unit/text Listen to music and identify different parts performing at the same time. Sing a song with an accompaniment. Sing the accompaniment. Play an accompaniment in time to a song. Work as part of a team to create an accompaniment to a song. Perform accompaniment to the class. | | Enquiry/question/outcome/activity/genre of unit/text Draw a treble clef. Play a pentatonic scale. Name the notes in a pentatonic scale. Play a pentatonic tune. Compose and notate a pentatonic tune. | | Enquiry/question/outcome/activity/genre of unit/text Listen to music and identify different sounds. Use some musical words to describe the sounds. Choose and combine sounds to create a train composition. Work as a team. | | Enquiry/question/outcome/activity/genre of unit/text Sing a song and perform actions. Make up a melody. Use notation to write a rhythm. Play two notes at the same time. Perform a melody fluently. | |
| | Key vocabulary (tier 2) character clap composer duration instrument listen long pattern play short | Key vocabulary (tier 3) bass drum bassoon brass cello clarinet double bass flute French horn oboe orchestra percussion strings timpani viola violin woodwind | Key vocabulary (tier 2) cello composer listen | Key vocabulary (tier 3) compose dynamics orchestra structure suite tempo | Key vocabulary (tier 2) mood notes part pulse team | Key vocabulary (tier 3) accompaniment call and response chorus ending ensemble introduction lyrics melody rhythm structure verse | Key vocabulary (tier 2) ascend compose descend notate note perform practice step | Key vocabulary (tier 3) glockenspiel melody pentatonic scale stave treble clef xylophone | Key vocabulary (tier 2) Brazil China composer fast Saudi Arabia slow sound start steam train stop vibration | Key vocabulary (tier 3) programme music structure tempo timbre | Key vocabulary (tier 2) fluent leap notes step | Key vocabulary (tier 3) crotchet duration harmony minim pitch quaver rhythm |