

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.



YEAR 3

Subject: Music
Unit Title: March from the Nutcracker

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception and KS1: Children have developed a secure understanding of: tempo, pitch and rhythm and are able to maintain a beat, played an ostinato and have experimented with timbre. They have listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music. Children have experienced music from different cultures: including music from Poland and folk songs from North America.

Key Vocabulary taught in this unit:

Duration: beat.
Pitch: higher, lower.
Structure: rondo form (a recurring theme that returns every other section e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer (an opening phrase that offers a musical question, which is followed by a different second phrase forming an answer), phrase.
Timbre: staccato (short, detached notes to create a 'spiky' sound/articulation).
Other: orchestral suite, ballet, tempi, rhythmic pattern, contrasting sections.
Instruments: flute, trumpet, strings, woodwind.

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Develop active listening skills by responding to musical themes through movement.
Understand the structure of rondo form (A-B-A-C-A).
Develop a sense of beat and rhythmic pattern through movement.
Experience call-and-response patterns through moving with a partner.

Objectives

National Curriculum for Music KS2 coverage:

Listen with attention to detail and recall sounds with increasing aural memory.
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.

Model Music Curriculum YEAR 3 coverage:

Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
Listen to recorded performances.

Song Bank:

As I was walking down the street ; Feet, feet.

Watch/Listen/Move:

'March' from The nutcracker (Tchaikovsky).

Animated musical form video for 'March' from The nutcracker (Ready GO Music).

'March' from The nutcracker (The Royal Ballet).

Follow my feet video from Sing Up's Developing musicianship toolkit.

Impact / Outcome:**What will the final product / result be?**

Children show that they understand the structure of rondo form (e.g. A-B-A-C-A).

Children demonstrate a sense of beat and rhythmic pattern through movement.

Children confidently perform call-and-response patterns through moving with a partner.

P4C Inquiry (where appropriate)