

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: Just Three Notes

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. Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have recorded their compositions using graphic symbols and stick notation. They have learnt the following musical notation: crotchet, quaver, rest. Year 3: Children invented cup rhythms and explored pentatonic melodies from around the world.

Key Vocabulary taught in this unit:

Duration: the length of a note.
Rhythm: an arrangement of notes of different durations.
Pitch: how high or low a note sounds.
Structure: ostinato – a repeating pattern.
Other: score – a visual representation of music, minimalism – a genre of music made up from simple ostinatos that repeat a lot with little change over time.
Other: beat, ostinato, conductor, score.
Notes: C, D, E.
Notation: crotchet, quaver, semi quaver, crotchet rest.

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

Invent simple patterns using rhythms and notes C-D-E.

Compose music, structuring short ideas into a bigger piece.

Notate, read, follow and create a 'score'.

Recognise and copy rhythms and pitches C-D-E.

Objectives

National Curriculum for Music KS2 coverage:

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.

Model Music Curriculum YEAR 3 coverage:

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.

Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).

Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.

Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.

Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.

Introduce the staff, lines and spaces, and clef.

Use dot notation to show higher or lower pitch.

Introduce and understand the differences between crotchets and paired quavers.

Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Song Bank:

Rubber chicken; Hip hop song writing backing track; Boom chicka boom; Bobby Shafto.

Watch/Listen/Move:

Drumming part IV (Steve Reich).

Musical ricercata (György Ligeti).

Impact / Outcome:

What will the final product / result be?

Can recognise and copy rhythms and pitches C-D-E.

Children compose a simple pattern using rhythms and notes C-D-E and structure short structures into a bigger piece.

Children notate, read, and follow a 'score'.

P4C Inquiry (where appropriate)