



Big Ideas

Term: Autumn 1

Year group: 3

Subject: Music

Topic: Traditional Instruments and improvisation: India

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: Sitar, Tanpura, Tabla, Tala, Rag, tempo, dynamics, Bollywood, drone

Musical Elements

Knowledge and Understanding

Tempo – the speed of the music
Dynamics – the volume of the music
Compose – write or create music
Sitar – a string instrument played upright like a guitar
Tabla – a type of drum played with hands
Sarangi – a string instrument played with a bow
Harmonium – a form of pump organ
Indian flute – a short wind instrument
Drone – a note which sounds all the time while music is being played
Tal – a repeating rhythm pattern usually played on small drums
Rag – a collection of pitches
Notation – symbols used to represent music played with instruments or sung by the human voice
Stave – five lines on which the notes are placed to represent pitch

Key Strands

Performing
 Listening
 Composing
 The history of music
 Learning through the inter-related dimensions of music

Music/ Musicians

Daler Mehndi – Tunak Tunak Tun – Bhangra
 Punjabi MC – Knight Rider Bhangra – Bhangra
 Udit Narayan – Murbarak Ho
 Tumko Ye Shaadi – Bollywood
 Talavva – Tabla Ecstasy – Traditional Indian Music

Musical Skills

Performing a traditional Indian song with voices and instruments from staff notation
 Recognising the stylistic features of Indian classical music
 Creating an Indian-inspired composition using drone, rag and tal
 Consider how music developed differently in other parts of the world.

End point

Children will create their own improvisation in this style.



Big Ideas

Term: Autumn 2	Year group: 3	Subject: Music	Topic: Ballads
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Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: ballad, ensemble, storyboard, melody, stanza, chorus, repetition, rhyme

Musical Elements

Knowledge and understanding	Key Stands	Music/ Musicians
<p>Ballads are used to tell stories. Features of ballads: strong rhythms, chorus, repetition and rhyme</p> <p>Storyboard – a series of illustrations and captions which outline a story</p> <p>Melody – the most distinguishable part of a song or piece of music</p> <p>Stanza – verse</p> <p>Chorus – a repeated section of the music – same tune and lyrics</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Learning through the inter-related dimensions of music</p>	<p>David Bowie – Space Oddity</p> <p>The Righteous Brothers – Unchained Melody</p> <p>Bryan Adams – Unchained Melody</p> <p>Samantha Barks – On My Own (Les Misérables)</p> <p>Whitney Houston – I Will Always Love You</p> <p>Sam Smith – Writing on the Wall</p> <p>Rihanna – Diamonds</p> <p>Leona Lewis – Run</p> <p>The Scorpions – Winds of Change</p> <p>Adele – Hello</p> <p>Eiffel 65 - Blue</p>

Musical Skills

Performing a ballad as a class
Recognise the features of a ballad
Write lyrics for a ballad

End point

Children understand ballads as a form of storytelling and write lyrics for their own ballad in response to an animation.



Big Ideas

Term: Spring 1

Year group: 3

Subject: Music

Topic: Pentatonic melodies and composition: Chinese New Year

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: pentatonic, layered, tempo, crescendo, dynamics, timbre, duration

Musical Elements

Knowledge	Key Strands	Music/ Musicians
<p>Pentatonic melodies – made up of 5 notes</p> <p>Layered melodies – increasing the number of instruments</p> <p>Dynamics – loud or quiet</p> <p>Tempo – slow or fast</p> <p>Timbre – describing the sound (smooth, rough, light, thin etc)</p> <p>Duration – long or short notes</p> <p>Crescendo – gradually getting louder</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Learning though the inter-related dimensions of music</p>	<p>Jasmine Flower - Traditional Chinese music</p>

Musical Skills

Playing a pentatonic melody from letter notation

Maintaining a part of a group performance

Discussing the features of Chinese music using musical vocabulary

Combining three pentatonic melodies with untuned percussion to create a group composition

End point

Compose and perform a piece of music as a group using layered melodies with fluency, accuracy and control.



Big Ideas

Term: Spring 2

Year group: 3

Subject: Music

Topic: Developing singing techniques and keeping in time: The Vikings

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: composition, melody, notation, tempo, crochets, bet, quavers

Musical Elements

Knowledge and understanding

Key Strands

Music/ Musicians

Staff notation – notes placed on a staff

Rhythm – a regular repeated pattern of sound

Notation – symbols used to represent music played with instruments or voice

Staff – five lines upon which musical notes and symbols are written

Melody – the main part of a song or piece of music known as a tune

Crotchets – a note equal to two quavers

Beat – steady pulse that you feel in the melody

Quavers – one-eighth of a full note and half the length of a crotchet

Performing

Listening

Composing

Learning through the

inter-related

dimensions of music

Dragon Ships – Mary Green and Julie Stanley

Musical Skills

Sing songs with accuracy and control with developing voice technique

Discussing the features of battle songs using musical vocabulary

Creating a battle song with voices and untuned percussion.

End point

Children will perform as a group with accuracy, fluency, control and expression.



Big Ideas

Term: Summer 1

Year group: 3

Subject: Music

Topic: Jazz

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music. They will have learnt about motifs in year 2.

Subject specific (Tier 3) vocabulary: rhythm, syncopation,

Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p>Ragtime – early jazz piano music that uses a syncopated rhythm and a fast tempo</p> <p>Dixieland – a style of jazz</p> <p>Scat – musicians make up words and sounds to mimic the sounds of an instrument</p> <p>Motif – a small melody that recurs and is recognisable to the listener</p> <p>Swung rhythm – alternately lengthening and shortening the first and second consecutive notes.</p> <p>Rhythm – a regular repeated pattern of sound</p> <p>Syncopated rhythm (syncopation) – a pattern of music that occurs on the 'off-beat' of a piece of music</p> <p>Tempo – speed of the music</p> <p>Beat – the steady pulse in a melody</p> <p>Notation – symbols used to represent music played with instruments or sung by the human voice</p> <p>Off-beat – the beat in between the normal beat of the music</p> <p>Quaver – one-eighth of a full note and half the length of a crochet</p> <p>Call and response – one person plays something and another person plays something different in response.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Improvising</p> <p>History of music</p> <p>Learning though the inter-related dimensions of music</p>	<p>Scott Joplin – Maple Leaf Rag – Ragtime</p> <p>Scott Joplin – The Entertainer – Ragtime</p> <p>Terry Gilkyson – The Bare Necessities – Musical Theatre</p> <p>David W Guion – Turkey in the Straw – Modern Classical</p> <p>The New Orleans Jazz Band – When The Saints Go Marching In – Traditional</p> <p>Ella Fitzgerald – Scat Singing – Jazz</p> <p>Hugh Laurie and Stephen Fry – Minnie the Moocher – Jazz</p> <p>Cab Calloway – Minnie the Moocher – Jazz</p> <p>Oscar Peterson – Jazz-Blues Lick – Jazz</p> <p>Benny Goodman – Sing Sing Sing – Jazz</p> <p>Mozart – Twinkle Twinkle Little Star – Jazz</p> <p>James Hook and Samuel Arnold – Baa baa black sheep – Nursery Rhyme</p>

Musical Skills

- Playing** their composition accurately in time with their group
- Identifying** the difference between regular rhythms and swung rhythms
- Composing** a swing version of a nursery rhyme
- Learning** different types of jazz, learning how the genre evolved over time.

End point

Children will learn how the genre of jazz has evolved over time and learn how to compose and perform a piece with swung quavers.



Big Ideas

Term: Summer 2

Year group: 3

Subject: Music

Topic: Body and tuned percussion: Rainforests

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: body percussion, contrast, higher, lower, melody, compose, loop, pitch, tempo, crescendo, decrescendo

Musical Elements

Knowledge	Key Strands	Music/ Musicians
<p>Structure – the organisation of music into sections</p> <p>Texture – how many layers of music is playing at the same time</p> <p>Repeated melody (loop) – something that keeps repeating</p> <p>Tempo – speed</p> <p>Dynamics – volume</p> <p>Rhythm – a regular repeated pattern of sound</p>	<p>Listening</p> <p>Composing</p> <p>Performing</p> <p>Learning though the inter-related dimensions of music</p>	<p>David Paich and Jeff Porcaro – Perptuum Jazzile – Africa</p> <p>Steve Reich – Clapping Music for five performers – Minimalism, modern classical</p> <p>Sam Tsui, Alex G, Kina Grannis, Kurt Schneider – Cups from Pitch Perfect's 'When I'm Gone – Popular music</p>

Musical Skills

Accurately **perform** a composition as part of a group

Identify scaled dynamics (crescendo/decrecendo) within a piece of music

Creating body percussion rhythms

Creating a melody loop on tuned percussion

End point

Pupils will create their own rhythms of the rainforest, layer by layer.