LONGTON LANE PRIMARY SCHOOL SUBJECT: MUSIC YEAR 3

*‘Believe and Achieve’*

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| National Curriculum Subject Content Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 5 * improvise and compose music for a range of purposes using the inter-related dimensions of music 6 * listen with attention to detail and recall sounds with increasing aural memory 7 * use and understand staff and other musical notations 8 * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 9 * develop an understanding of the history of music 10 |

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| UNIT | 1 | 2 | 3 | 4 | 5 | 6 |
| Title | Let Your Spirit Fly | Glockenspiel Stage 1 | Three Little Birds | The Dragon Song | Bringing us Together | Reflect, Rewind & Replay |
| Style of main song | RnB | N/A | Reggae | A Pop song that tells a story | Disco | Classical |
| Unit theme | RnB and other styles | Exploring & developing playing skills | Reggae and animals | Music from around the world, celebrating our differences and being kind to one another | Disco, friendship, hope and unity | The history of music, look back and consolidate your learning, learn some of the language of music |
| Instrumental parts |  | | | | | |
| Key | C | Multiple pieces | G | G | C | Revise existing |
| One Note | C | E | G | G | C |
| Easy Part | C F + G | D + E and D + C | G + A | G | C |
| Medium Part | E F G A B + C | D E F and C D + E | C + A | G A + B | G A + C |
| Melody | N/A | N/A | C D E G A + Bb | B C D E F + G | G A + C |

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| Listen and Appraise | Singing | Playing | Improvisation | Composition | Performance |
| To know 5 songs from memory and who sang them or wrote them and the style of the song  To choose one song and be able to talk about is lyrics, musical dimensions and instruments in the song  To confidently identify and move to a pulse  To take it in turns to discuss how a song makes them feel and what words mean | To sing in unison and in simple two-parts  To demonstrate a good singing posture  To follow a leader when singing  To sing with an awareness of being 'in tune'  To have an awareness of the pulse internally when singing | To know and be able to talk about the instruments used in class  Play any one, or all of four, differentiated parts on a tuned instrument - a simple or medium part or the melody of the song  To rehearse and perform their part within the context of the Unit song  To listen to and follow musical instructions from a leader | To know that using one or two notes confidently is better than using five  To be able to sing, play and copy back at gold challenge from the scheme | To understand there are different ways of recording compositions i.e. letter names, symbols, audio  Help create at least one simple melody using 1,3 or 5 different notes  Plan and create a section of music that can be performed within the context of a unit song  Listen to and reflect upon the developing composition and make musical decisions (pulse, rhythm, pitch etc)  Record a composition in a way that recognises the connection between sound and symbol | To choose what to perform and create a programme of order  To communicate the meaning of the words and clearly articulate them when performing  To talk about the best place to be when performing and how to stand / sit  Record their performance and say how they felt, what went well and what they would change and why |