



Music Core Curriculum  
Year 3

| Unit                  | Listen and appraise  | Games   | Singing  | Playing   | Improvisation   | Composition   | Performance   |
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| Substantive Knowledge | <p>-To know five songs from memory and who sang them or wrote them.</p> <p>-To know the style of the five songs.</p> <p>-To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>o Its lyrics: what the song is about</li> <li>o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the song</li> </ul> | <p>-Know how to find and demonstrate the pulse.</p> <p>-Know the difference between pulse and rhythm.</p> <p>- Know how pulse, rhythm and pitch work together to create a song.</p> <p>- Know that every piece of music has a pulse/steady beat.</p> <p>-Know the difference between a musical question and an answer</p> | <p>-To know and be able to talk about:</p> <p>-Singing in a group can be called a choir</p> <p>-Leader or conductor: A person who the choir or group follow</p> <p>-Songs can make you feel different things e.g. happy, energetic or sad</p> <p>-Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>-To know why you must warm up your voice</p> | <p>-To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p> | <p>-To know and be able to talk about improvisation:</p> <p>-Improvisation is making up your own tunes on the spot</p> <p>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>-To know that using one or two notes confidently is better than using five</p> <p>-To know that if you improvise using the notes you are given, you cannot make a mistake</p> | <p>-To know and be able to talk about:</p> <p>-A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>-Different ways of recording compositions (letter names, symbols, audio etc.)</p> | <p>-To know and be able to talk about:</p> <p>-Performing is sharing music with other people, an audience</p> <p>- A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>-You need to know and have planned everything that will be performed</p> <p>- You must sing or rap the words clearly and play with confidence</p> <p>- A performance can be a special occasion and involve an audience including of people you don't know</p> <p>- It is planned and different for each occasion</p> |

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|  |  |  |  |  |  |  |  | - It involves communicating feelings, thoughts and ideas about the song/music |
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| <p>Disciplinary knowledge</p> | <p>-To confidently identify and move to the pulse.</p> <p>-To think about what the words of a song mean.</p> <p>-To take it in turn to discuss how the song makes them feel.</p> <p>-Listen carefully and respectfully to other people's thoughts about the music.</p> | <p>-Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. Find the Pulse</li> <li>2. Rhythm Copy Back: <ol style="list-style-type: none"> <li>a. Bronze: Clap and say back rhythms</li> <li>b. Silver: Create your own simple rhythm patterns</li> <li>c. Gold: Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> <li>a. Bronze: Copy back – 'Listen and sing back' (no notation)</li> <li>b. Silver: Copy back with instruments without then with notation</li> <li>c. Gold: Copy back with instruments, without and then with notation</li> </ol> </li> </ol> | <p>-To sing in unison and in simple two-parts.</p> <p>-To demonstrate a good singing posture.</p> <p>-To follow a leader when singing.</p> <p>-To enjoy exploring singing solo.</p> <p>-To sing with awareness of being 'in tune'.</p> <p>-To have an awareness of the pulse internally when singing.</p> | <p>-To treat instruments carefully and with respect</p> <p>-Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>-To rehearse and perform their part within the context of the Unit song.</p> <p>- To listen to and follow musical instructions from a leader.</p> | <p>-Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>-Bronze Challenge:</p> <ul style="list-style-type: none"> <li>o Copy Back – Listen and sing back</li> <li>o Play and Improvise – Using instruments, listen and play your own answer using one note.</li> <li>o Improvise! – Take it in turns to improvise using one note.</li> </ul> <p>- Silver Challenge:</p> <ul style="list-style-type: none"> <li>o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</li> </ul> | <p>-Help create at least one simple melody using one, three or five different notes.</p> <p>-Plan and create a section of music that can be performed within the context of the unit song</p> <p>-Talk about how it was created.</p> <p>- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>-Record the composition in any way appropriate that recognises</p> | <p>-To choose what to perform and create a programme.</p> <p>- To communicate the meaning of the words and clearly articulate them.</p> <p>- To talk about the best place to be when performing and how to stand or sit.</p> <p>- To record the performance and say how they were feeling, what they were pleased with what they would change and why</p> |
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|  |  | 4. Pitch Copy Back and Vocal Warm-ups |  |  | <ul style="list-style-type: none"><li>○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</li><li>○ Improvise! – Take it in turns to improvise using one or two notes.</li></ul> <p>Gold Challenge:</p> <ul style="list-style-type: none"><li>○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</li><li>○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li><li>○ Improvise! – Take it in turns to improvise using three different notes.</li></ul> | the connection between sound and symbol (e.g. graphic/pictorial notation) |  |
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| Key Vocab | Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco. |
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