

Year 3 Music Coverage

<i>'As Musicians we express ourselves and appreciate the work of others so that we can compose, practise and perform with enjoyment.'</i>						
Charanga Music Scheme Units	Autumn 1 Let Your Spirit Fly	Autumn 2 Glockenspiel Stage 1	Spring 1 Three Little Birds	Spring 2 The Dragon Song	Summer 1 Bringing Us Together	Summer 2 Reflect, Rewind and Replay
National Curriculum	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. To improvise and compose music for a range of purposes using the inter-related dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To use and understand staff and other musical notations.					As previous units plus: To develop an understanding of the history of music
Subject Focus	This Unit revolves around RnB song 'Let Your Spirit Fly'. Children are encouraged to find the pulse, identify the instruments used and the structure. They perform this piece, using glockenspiels, recorders or their own instruments, adding improvised and composed sections.	Pupils use the glockenspiel to play (and begin to read) notes C, D, E and F. Pupils use these notes to play a range of simple tunes of differing styles and then improvise and compose sections within a performance.	Children listen to a range of Reggae music and that inspired by the style, finding the pulse and identifying the instruments used and the structure. Pupils use tuned percussion, recorders or their own instruments to improvise and compose within the final performance.	In this Unit, children explore traditional folk tunes from around the world. Children identify the theme of each song, the instruments used and explain how the lyrics tell a story. They play instrumental parts, improvise and compose sections of the final performance.	Pupils listen to a range of 1970s Disco tunes, finding the pulse, identifying instruments and exploring how the lyrics tell a story. They use tuned percussion, recorders and their own instruments to perform parts, improvise and compose.	Pupils listen to and appraise a piece of music from each time period and learn 'fast facts' about each. Children also re-visit songs and music explored earlier in the year, re-appraise and perform, adding to and improving compositional sections.
Fab Five	1. You must listen to each other when singing as part of an ensemble / choir. 2. If you improvise using the notes that you have been given you cannot 'make a mistake'.		1. Reggae music has strong bass guitar and drum parts, a laid back feel and melody avoids the first beat of the bar. 2. Folk tunes aren't usually written down, they are learnt and passed on 'by ear'.		1. Disco songs are characterised by hypnotic rhythms, repetitive lyrics and electronic sounds. 2. The Renaissance period was an early period of music when early instruments were	

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	<p>3. Pulse, rhythm and pitch work together to create music.</p> <p>4. A musical answer sounds like it has ended whereas a musical question sounds like it needs answering.</p> <p>5. A crotchet has a 'filled in' centre and lasts for 1 beat. A minim has an open centre and lasts for 2 beats.</p>		<p>3. Music can make you feel a range of different emotions such as joyful, energetic or peaceful.</p> <p>4. A pentatonic scale has 5 notes.</p> <p>5. Folk music often uses the pentatonic scale.</p>		<p>used. They had unfamiliar names such as sackbut and shawm.</p> <p>3. The Baroque period came after the Renaissance. Common Baroque instruments were the organ and harpsichord.</p> <p>4. The Classical period came after the Baroque period. Familiar instruments such as clarinets, violins and the piano were invented in the Classical period.</p> <p>5. The Romantic period came after the Classical period. Music was typically filled with passion and emotion and composers became more inventive.</p>	
<p>Unit specific vocabulary</p>	<p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody.</p>	<p>Improvise, compose, question and answer, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody, crotchet, minim.</p>	<p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae</p>	<p>Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, lyrics, dynamics, texture, structure, compose, improvise, hook, melody</p>	<p>Keyboard, drums, bass, electronics, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.</p>	<p>Time period, Early Music, Renaissance, Baroque, Classical, Romantic, 20th Century, Contemporary, sackbut, shawm, harpsichord, organ, orchestra, symphony, concerto.</p>