



Curriculum

Year 3 Scheme of Work		
Term: Autumn 1	Topic: Music- Pulse and rhythm	
Key Skills and Knowledge:		
<p><u>Singing</u></p> <ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures. Perform actions confidently and in time to a range of action songs. <p><u>Listening</u></p> <ul style="list-style-type: none"> Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. <p><u>Composing</u></p> <ul style="list-style-type: none"> Begin to compose simple rhythmic patterns on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. 	<p><u>Musicianship</u></p> <ul style="list-style-type: none"> Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) Understand the difference between pulse and rhythm. Apply word chants to rhythms, understanding how to link each syllable to one musical note. Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) Recognise the symbols for crotchets, quavers and crotchet rests. Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. 	
Reading and Writing Opportunities (Long and Short Activities)		
Creative Ideas and Hooks		
<p>They could answer inference questions about a composer in Guided reading. Listen to a variety of music with different rhythms.</p> <p>Create graphic score of rhythms (compose as a class and individuals)</p> <p>Introduce the crotchets and rests</p>	<p>Record their performance then appraise as a class. Put key musical words e.g. Tempo, dynamics, pitch in a pot and pick out. Chn must say what they noticed about that inter-related dimensions of music when they listened to it.eg the tempo got faster as the music went on. The music got louder/quieter.</p>	
Links to PSHCE, Equality and British Values Work	Listening opportunities	
<p>Team work Decision making in group- democracy Listen to a range of male/female composers. Include a british composer.</p>	<p>Listening task- https://www.youtube.com/watch?v=gTdd4wsPfVI A little night music by Mozart- line rider video. https://www.youtube.com/watch?v=qP-7GNoDJ5c Sea Shanty Charanga- Freestyle- Listening centre-Music from around the world- Birdsong.</p>	
Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:
<p>Pitch- high/low/scale Dynamics- Loud (<i>forte</i>) quiet (<i>piano</i>) Getting louder (<i>crescendo</i>) Getting quieter (<i>Decrescendo</i>) Tempo- fast, slow, getting faster (<i>accelerando</i>) Getting slower (<i>Rallentando</i>) pulse, beat Call and response, question phrase, answer phrase Echo, ostinato Texture- unison, layered, solo perform, expression, emotion, diction.</p>	<p>Charanga CDs in music cupboard. YouTube iPad to record. Laptops</p>	<p>Youtube.com https://charanga.com/site/</p> <p>Previous knowledge: Fast and slow rhythms and change in tempo, call and response, walk in time to music, should have been introduced to crotchets</p>