



Curriculum

Year 3 Scheme of Work

Term: Spring 1		Topic: Music Compose and Perform	
Key Skills and Knowledge:			
<u>Singing</u> <ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. Perform actions and body percussion confidently and in time to a range of action songs Show control of dynamics and tempo when singing. 		<u>Listening</u> <ul style="list-style-type: none"> Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. 	
<u>Musicianship</u> <ul style="list-style-type: none"> Rehearse and perform with others, beginning to show an awareness of the audience. Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs Play simple melodic patterns using a small number of notes, following staff / dot notation (e.g. C-E/do-mi). 		<u>Composing</u> <ul style="list-style-type: none"> Begin to compose simple rhythmic patterns and song accompaniments 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 (do, re and mi) 	
Reading and Writing Opportunities (Long and Short Activities)			
Creative Ideas and Hooks			
<p>Chn could write about a piece of music in the morning when they come into class.</p> <p>They could answer inference questions about a composer in Guided reading.</p> <p>Make a programme for our production.</p> <p>When introducing new songs to chn. Break down the song into lines and remind chn about good diction. Ends of sounds e.g. 'd' and 't'.</p> <p>Ask them to open their mouths when singing and use a 'North to South' mouth rather than an 'East to West' mouth (like a cheesy grin).</p>		<p>Show chn example of boring singing and expressive singing and compare.</p> <p>Listen and appraise popular singers and talk about what makes their performance good.</p> <p>Record their performance then appraise as a class.</p> <p>Put key musical words e.g. Tempo, dynamics, pitch in a pot and pick out. Chn must say what they noticed about that element 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>Choose a wide range of performers to listen to/watch from various countries including Britain.</p> <p>Emotions- how can they show emotions in performance or hear emotion in a piece of music.</p> <p>Sign language- links to disability.</p>		<p>Listen to the original version of the song that we choose.</p> <p>How do the inter-related dimensions of music have an effect on the performance? Does it get faster, slower. Louder, quieter- how do we create an atmosphere?</p>	
Key Vocabulary:		Resources Available / Visits/Visitors	Useful Websites:
<p>Pitch- high/low/rising/falling</p> <p>Dynamics- Loud (<i>forte</i>) quiet (<i>piano</i>)</p> <p>Tempo- Downbeats, fast (<i>allegro</i>)slow (<i>adagio</i>) pulse, beat</p> <p>Call and response, question phrase, answer phrase</p> <p>Echo, ostinato</p> <p>Texture- unison, layered, solo</p> <p>perform, expression, emotion, diction.</p>		<p>Charanga</p> <p>CDs in music cupboard.</p> <p>YouTube</p> <p>Christmas show.</p> <p>IPad to record.</p>	<p>Youtube.com</p> <p>https://charanga.com/site/</p> <p>Previous knowledge:</p> <p>Chants and rhymes, singing together at the same pitch, simple songs, call and response.</p> <p>Performed for Christmas- move on the performance standard again.</p>