



Curriculum

Year 3 Scheme of Work

Term: Summer 1		Topic: Music- Samba Drumming	
Key Skills and Knowledge:			
<u>Singing</u> <ul style="list-style-type: none"> Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow) 		<u>Musicianship</u> <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. Rehearse and perform with others, beginning to show an awareness of the audience. 	
<u>Listening</u> <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. Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. 			
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>Research Samba drumming and the countries it comes from.</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- samba music Listen and appraise group performance.</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>Mr Brown- Samba specialist teacher. Youtube Ipad for recording.</p>	<p>Youtube.com</p> <hr/> <p>Previous knowledge: Earlier in year- completed rhythm and pulse topic. Should be aware of main vocab and diff. between rhythm and pulse.</p>