



## Curriculum

### Year 3 Scheme of Work

Term: Summer 2

Topic: Music- Music to celebrate

#### Key Skills and Knowledge:

##### Singing

- Show control of dynamics and tempo when singing.
- Musicianship
- Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.)
- Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes.
- Play simple melodic patterns using a small number of notes, following dot notation.

##### Listening

- Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.
  - Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.
- ##### Composing
- Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation.
  - Structure musical ideas to create music that has a beginning, middle and end.
  - Explore and develop using Music Technology (where available) to capture, change and combine sounds.

#### Reading and Writing Opportunities (Long and Short Activities)

##### Creative Ideas and Hooks

Chn could write about a piece of music in the morning when they come into class.

Look at a piece of art showing an Olympic scene. Decide what parts of it we could represent with the music.

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. Introduce to music tech website- chrome lab. Experiment with sounds. How can we show a different part of the Olympics using music?

#### Links to PSHCE, Equality and British Values Work

Look at a wide range of Olympic events. Are all types of events represented? Talk about diff countries who take part. Paralympics.

#### Listening opportunities

Listen to a piece of music used for the Olympics/used to represent sports.

How do the inter-related dimensions of music have an effect on the performance? Does it get faster, slower. Louder, quieter- how do they/we create an atmosphere?

<https://www.youtube.com/watch?v=MCqUESCoB1w>

John Williams – Olympic Fanfare and theme

<https://www.youtube.com/watch?v=8a-HfNE3EI0>

Vangelis- Chariots of Fire

#### Key Vocabulary:

#### Resources Available / Visits/Visitors

#### Useful Websites:

Pitch- high/low/rising/falling  
Dynamics- Loud (*forte*) quiet (*piano*)  
Tempo- Downbeats, fast (*allegro*)slow (*adagio*)  
pulse, beat  
Call and response, question phrase, answer phrase  
Echo, ostinato  
Texture- unison, layered, solo  
perform, expression, emotion, diction.

Youtube  
2 sequence- PM  
Chrome lab  
Charanga

Youtube.com  
<https://charanga.com/site/>

#### Previous knowledge:

Music from other cultures.  
Music to tell a story.