




Year: 3/4 Subject: Music		Topic Question/Title: Indian Instrumentals		Term - Autumn 1	Curriculum - B
PoS: Traditional instruments and improvisations					
Prior Knowledge Children will have explored the structure and texture of music and began to use musical vocabulary to describe music. They will have combined and create simple melodies using vocals and instruments and represented these using graphic notation. They will have sun from memory and kept steady pulse. They will understand duration and the dynamics.			Key Vocabulary Bollywood Drone Dynamics Notation Rag Sitar Tabla Tanpura Tala Tempo		Outcome To perform a piece of music using musical notation. Perform Anile vaa
Future Learning They will recognise the different stylistic features of different genres, styles and traditions and represent notations. They compose detailed pieces of music using notation to record rhythms and melodies. They will understand minor and major chords (pitch), tempo and the impact it has one sounds made. Understand the varying effects by changing pitch, dynamic and tempo.			Stimulus India First hand experiences (enrichment) Indian Musician or Indian Musical instruments		World of Work Musician
National Curriculum PoS Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the interrelated dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music	Key Knowledge		Possible evidence		
	To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music. To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’. To know that a ‘rag’ is the tune in traditional Indian music and is often played on a stringed instrument called a ‘sitar’. To know that a ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music.		Display of vocabulary in the classroom to add to as you go along and recap. Matching activities with Indian instruments and sounds.		
	Application of Key Skills		Possible evidence		
	Strands of Music Performance Listening Composing The history of Music Inter-related dimensions of Music Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.		Musical notation sheets Recording of the children performing using the glockenspiels or keyboards. Video footage shared on the one drive. Mind maps/post it notes/ pictures in books Performances in groups/whole class (Recorded) Evaluations of piece of work using musical terminology explored this half term. Record performances of sections to build up.		


Year: 3/4 Subject: Music		Topic Question/Title: Springtime Sounds		Term - Autumn 2	Curriculum - B
PoS: Haiku and Performance					
Prior Knowledge Children will have explored the structure and texture of music and began to use musical vocabulary to describe music. They will have combined and create simple melodies using vocals and instruments and represented these using graphic notation. They will have sun from memory and kept steady pulse. They will understand duration and the dynamics.			Key Vocabulary Hanami cherry blossom col legno glissando pizzicato haiku		Outcome To create a Haiku with music and percussion sounds
Future Learning They will recognise the different stylistic features of different genres, styles and traditions and represent notations. They compose detailed pieces of music using notation to record rhythms and melodies. They will understand minor and major chords (pitch), tempo and the impact it has one sounds made. Understand the varying effects by changing pitch, dynamic and tempo.			Stimulus Japanese festival of Hanami (Spring flowers) First hand experiences (enrichment) Have a poet in school or a poetry show		World of Work Poet
National Curriculum PoS Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the interrelated dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music	Key Knowledge		Possible evidence		
	To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.		Haiku poetry Poems Sound effects Percussion instrumental performances Display of vocabulary in the classroom to add to as you go along and recap. Matching activities with haiku.		
	Application of Key Skills		Possible evidence		
	Strands of Music Performance Listening Composing The history of Music Inter-related dimensions of Music Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others’ work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.		Musical notation sheets Recording of the children performing using the glockenspiels or keyboards. Video footage shared on the one drive. Mind maps/post it notes/ pictures in books Performances in groups/whole class (Recorded) Evaluations of piece of work using musical terminology explored this half term. Record performances of sections to build up.		

Year: 3/4 Subject: Music PoS: Pentatonic melodies and composition		Topic Question/Title: Happy New Year	Term – Spring 1	Curriculum - B
Prior Knowledge Children will have explored the structure and texture of music and began to use musical vocabulary to describe music. They will have combined and create simple melodies using vocals and instruments and represented these using graphic notation. They will have sun from memory and kept steady pulse. They will understand duration and the dynamics.		Key Vocabulary Tempo duration Dynamics Crescendo timbre	Outcome Use tuned and untuned instruments to perform a composition as a group	
Future Learning They will recognise the different stylistic features of different genres, styles and traditions and represent notations. They compose detailed pieces of music using notation to record rhythms and melodies. They will understand minor and major chords (pitch), tempo and the impact it has one sounds made. Understand the varying effects by changing pitch, dynamic and tempo.		Stimulus Chinese New Year First hand experiences (enrichment)	World of Work Composer Performer Band	
National Curriculum PoS Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	Key Knowledge		Possible evidence	
	To know that the word ‘crescendo’ means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale. To understand that a pentatonic melody uses only the five notes C D E G A.		Notation worksheets Composition Pentatonic scales Dragon Masks Written melodies (use the melody grids)	
	Application of Key Skills		Possible evidence	
		<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	Musical notation sheets Recording of the children performing using the glockenspiels or keyboards. Video footage shared on the one drive. Mind maps/post it notes/ pictures in books Performances in groups/whole class (Recorded) Evaluations of piece of work using musical terminology explored this half term. Record performances of sections to build up.	

Year: 3/4		Subject: Music		Topic Question/Title: Roman Rhythms		Term – Spring 2		Curriculum - B			
PoS: Adapting and Transposing Motifs											
Prior Knowledge Children will have explored the structure and texture of music and began to use musical vocabulary to describe music. They will have combined and create simple melodies using vocals and instruments and represented these using graphic notation. They will have sun from memory and kept steady pulse. They will understand duration and the dynamics.				Key Vocabulary backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps				Outcome Pupils who are secure will be able to: Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.			
Future Learning They will recognise the different stylistic features of different genres, styles and traditions and represent notations. They compose detailed pieces of music using notation to record rhythms and melodies. They will understand minor and major chords (pitch), tempo and the impact it has one sounds made. Understand the varying effects by changing pitch, dynamic and tempo.				Stimulus Romans First hand experiences (enrichment)				World of Work Builder			
National Curriculum PoS Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the interrelated dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music		Key Knowledge				Possible evidence					
		To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!). To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.				Notation worksheets Composition Pentatonic scales Dragon Masks Written melodies (use the melody grids)					
		Application of Key Skills				Possible evidence					
		Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping.				Musical notation sheets Recording of the children performing using the glockenspiels or keyboards. Video footage shared on the one drive. Mind maps/post it notes/ pictures in books Performances in groups/whole class (Recorded) Evaluations of piece of work using musical terminology explored this half term. Record performances of sections to build up.					

	<p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	

Year: PoS:	Subject:	Topic Question/Title:	Term -	Curriculum -	
<u>Prior Knowledge</u>			<u>Key Vocabulary</u>		<u>Outcome</u>
<u>Future Learning</u>			<u>Stimulus</u> <u>First hand experiences (enrichment)</u>		<u>World of Work</u>
<u>National Curriculum PoS</u>		Key Knowledge	Possible evidence		
<u>Concepts (if needed)</u>					
		Application of Key Skills	Possible evidence		
		Subject Specific or not applicable – change as needed or delete	Possible evidence		

Year: PoS:	Subject:	Topic Question/Title:	Term -	Curriculum -	
<u>Prior Knowledge</u>			<u>Key Vocabulary</u>		<u>Outcome</u>

