

Year: 3/4		Subject: Music		Topic Question/Title: Drum to the beat of Africa		Term – Autumn 1		Curriculum - A			
PoS: Samba and Carnival Sounds and Instruments											
<u>Prior Knowledge</u>						<u>Key Vocabulary</u>				<u>Outcome</u>	
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.						Agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion				Compose a rhythm break and performed it. RECORD.	
<u>Future Learning</u>						<u>Stimulus</u>				<u>World of Work</u>	
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.						Brazil and the Carnivals				Composer Musician Singer Teacher	
<u>First hand experiences (enrichment)</u>											
<u>National Curriculum PoS</u>		Key Knowledge				Possible evidence					
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: • 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		To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the ‘on beat’ is the pulse of a piece of music, and the ‘off beat’ is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.				Wall display showing stylistic features of Samba and Carneval Music incorporating maps and cultural information about Brazil.					
		Application of Key Skills				Wall display showing interrelated dimensions of music and musical vocabulary.					
		Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.				Children beginning to improvise musically, creating their own rhythmic patterns.					
		Identifying common features between different genres, styles and traditions of music.				Recording of performance with singing and playing in time with peers with accuracy and awareness of their part in the group performance, showing evidence of playing syncopated rhythms with accuracy, control and fluency.					
		Recognising, naming and explaining the effect of the interrelated dimensions of music.									
		Using musical vocabulary to discuss the purpose of a piece of music.									
		Beginning to improvise musically within a given style.									
		Creating a piece of music with at least four different layers and a clear structure.									
		Suggesting improvements to others’ work, using musical vocabulary.									
		Singing and playing in time with peers with accuracy and awareness of their part in the group performance.									
Playing syncopated rhythms with accuracy, control and fluency.											
<u>Strands of Music</u>											
Performance											
Listening											
Composing											
The history of Music											
Inter-related dimensions of Music											

Year: 3/4 Subject: Music		Topic Question/Title: The show must go on!		Term - Autumn 2 Curriculum - A		
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 Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props Rock musical Scene Solo		Outcome Perform in time as a group, ensuring smooth transitions between spoken dialogue, singing and dancing.	
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 Matilda the Musical/Mamma Mia First hand experiences (enrichment)		World of Work Composer Musician Singer Teacher Writer	
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: - 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 Strands of Music Performance Listening Composing The history of Music Inter-related dimensions of Music			Key Knowledge		Possible evidence	
			To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.		Children can explain what musical theatre is and are able to recall at least three features of this kind of music. Children select appropriate existing music for their scene to tell the story of a journey. Recording of a performance which shows dialogue, singing and dancing.	
			Application of Key Skills		Possible evidence	
			Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.		Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	

Year: 3/4 PoS: Jazz		Subject: Music		Topic Question/Title: All that Jazz		Term - Spring 1		Curriculum - A	
<u>Prior Knowledge</u> 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.					<u>Key Vocabulary</u> call and response dixieland jazz motif Ragtime rhythm scat singing straight quaver swung quaver syncopation		<u>Outcome</u> Improvise or compose a scat singing performance with sounds and words.		
<u>Future Learning</u> 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.					<u>Stimulus</u> Scat music and Rag time <u>First hand experiences (enrichment)</u>		<u>World of Work</u> Composer Musician Singer Teacher Writer		
<u>National Curriculum PoS</u> 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: - 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music		Key Knowledge To understand that ‘syncopation’ means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that ‘scat singing’ is using made-up words to create the sound of an instrument playing. Application of Key Skills - 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. - Composing a piece of music in a given style with voices and instruments. - 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. - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - 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 identifying notation symbols using musical terminology.			Possible evidence Children explain what ragtime music is. Children are able to play on the ‘off beat’ or sing a syncopated rhythm. Children play a call and then improvise a response. Children have a go at scat singing with sounds and words. Recording of the children playing or singing jazz motifs using swung quavers. Play a swung rhythm using a tuned percussion instrument and RECORD				

Year: 3/4 Subject: Music		Topic Question/Title: Musical Hieroglyphs		Term – Spring 2	Curriculum - A
PoS: Composition and Notation					
<u>Prior Knowledge</u> 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.		<u>Key Vocabulary</u> Features notation repeating unison composition structure repetition melody tempo compose ensemble minor key		<u>Outcome</u>	
<u>Future Learning</u> 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.		<u>Stimulus</u> Ancient Egypt <u>First hand experiences (enrichment)</u>		<u>World of Work</u> Composer Musician Singer Teacher Writer Historian	
<u>National Curriculum PoS</u> 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: • 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music		Key Knowledge To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.		Possible evidence Scores of children’s own graphic notation for their own compositions. Children using musical vocabulary. Children select, discuss and refine musical choices with increasing confidence. Singing songs in two or more parts, in a variety of musical styles from memory, with increasing accuracy, fluency, control and expression. Recording of children working as a group to perform a piece of music, from a graphic score, keeping in time with others and communicating with the group. Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.	
		Application of Key Skills • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others’ work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.			

Year: 3/4 PoS: Ballads	Subject: Music	Topic Question/Title: Sing it loud, Sing it proud	Term – Summer 1	Curriculum - A
<u>Prior Knowledge</u> 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.		<u>Key Vocabulary</u> ballad ensemble compose	<u>Outcome</u> Perform their lyrics fluently and with actions - RECORDING	
<u>Future Learning</u> 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 on sounds made. Understand the varying effects by changing pitch, dynamic and tempo.		<u>Stimulus</u> Space Oddity / Unchained melody <u>First hand experiences (enrichment)</u>	<u>World of Work</u> Composer Musician Singer Teacher Writer Artist/Lyricist	
<u>National Curriculum PoS</u> 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: - 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music		Key Knowledge To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a ‘stanza’ is a verse.	Possible evidence Children explain what a ballad is, using musical vocabulary. Children recognising changes within a piece of music. Children describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Children beginning to show an awareness of metre. Children beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Recording of a piece of music they play or sing with accuracy and control, in time with peers, as part in the group performance. Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation’s story. Write a verse with rhyming words which tell part of a story.	
		Application of Key Skills Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 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. Composing a piece of music in a given style with voices and instruments. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.		

<u>Prior Knowledge</u>		<u>Key Vocabulary</u>	<u>Outcome</u>
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.		Harmony Pitch Tone Tempo Dynamics A Capella	Duration Compose Structure Breathing Ostinato Notation
<u>Future Learning</u>		<u>Stimulus</u> Rivers Topic <u>First hand experiences (enrichment)</u> Trip to see a River Listen/Watch videos of a river	<u>World of Work</u> Composer Musician Singer Teacher
<u>National Curriculum PoS</u> 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: - 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 <u>Strands of Music</u> Performance Listening Composing The history of Music Inter-related dimensions of Music	Key Knowledge	Possible evidence	
	To know that when you sing without accompaniment it is called 'A Capella'. To understand that harmony means playing two notes at the same time, which usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that ‘performance directions’ are words added to music notation to tell the performers how to play.	A display of vocabulary in the classroom to add to as you go along and recap. Graphic scores created by the children. 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.	
	Application of Key Skills		
Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece 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 Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. 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.			