



# MUSIC Whole School Overview 2019/20

YEAR 3	Perform using voice & instruments	Improvise & compose	Transcribe	Listen & appraise music
AUTUMN	<ul style="list-style-type: none"> <li>Singing a range of simple songs &amp; warmups for confidence, accuracy, memory (topic related, action, warmups).</li> <li>Play simple rhythms on various percussion instruments.</li> <li>Link to difference between pulse &amp; rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise simple repeated patterns individually, in groups.</li> <li>Introduce meaning of "improvise"</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to stave notation symbols and duration of crotchets, quavers, rests.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a range of genres – e.g. Mainly classical, Pop</li> <li>Verbal responses – likes/dislikes</li> <li>Drawing to music – freedom of expression.</li> <li>Tapping pulse, understanding meaning of pulse (links to body)</li> <li>Introduction to musical elements (pulse, dynamics, tempo)</li> </ul>
SPRING	<ul style="list-style-type: none"> <li>Singing a range of melodically/ lyrically more complex songs for confidence, accuracy, memory (Christmas, action, warmups).</li> <li>Play more complex rhythms/ maintain individual part on boomwhackers.</li> <li>Play a range of untuned percussion instruments with accuracy and sensitivity.</li> </ul>	<ul style="list-style-type: none"> <li>Improvising using various percussion instruments to represent different moods, feelings.</li> <li>Understand difference between "improvise" &amp; "compose"</li> </ul>	<ul style="list-style-type: none"> <li>Recap of stave notation symbols and duration of crotchets, quavers, rests.</li> <li>More challenging activities to recognise duration symbols</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a particular genre – Baroque (Baroque –Pachelbel, Handel, Bach, Vivaldi)</li> <li>Verbal responses – likes/dislikes – use of musical vocabulary (tempo, dynamics)</li> <li>Tapping pulse, thinking about why they differ in pieces of music.</li> <li>Recognition of some musical elements and their meanings (pulse, dynamics, tempo)</li> </ul>
SUMMER	<ul style="list-style-type: none"> <li>Singing a range of more challenging songs for confidence, accuracy, memory</li> <li>Singing in rounds (simple) – attempt 2 parts.</li> <li>Play simple melodies on recorder.</li> </ul>	<ul style="list-style-type: none"> <li>Composing simple melody on Chrome Music lab – adapting and editing work to create desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>Exercises to demonstrate independent recognition of simple duration.</li> <li>Introduction to position of notes on stave (linked to recorders)</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a range of genres (in particular, pop)</li> <li>Introduction to various instruments in music.</li> <li>Written responses – likes/dislikes</li> <li>Tapping pulse, understanding meaning of pulse (links to body) and comparison to rhythm.</li> <li>Confident recognition of musical elements learned (pulse, dynamics, tempo, pitch?)</li> </ul>
OPPORTUNITIES	Performing in assemblies.	Visiting musicians.	See live music performed	Choir
SONGS (list is subject to change/additions)	<b>Warmups</b> Fantasy Football Team (SU) Ubuntu (OOTA) Dr Knickerbocker (SU) 1, 121 (SU) Warmup & Stomp (SU) Hey, My Name is Joe (SU) <b>Rounds</b> Nanuma (SU) Grandma Rap (SU)		<b>Other</b> I Wanna Be Like You (SU) Rockstar (SU) You've Got a Friend in Me (SU) Don't Stop (SU) Barbeque blues (SU) <b>Harmony</b> Sunshine in my heart (SU)	



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