

Year 3 Curriculum subject plan

Music

YEAR 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Component knowledge and skills	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other <p>To know why you must warm up your voice</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p> <p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p>					

To treat instruments carefully and with respect.
Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.
To rehearse and perform their part within the context of the Unit song.
To listen to and follow musical instructions from a leader.
To know and be able to talk about improvisation
To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
Different ways of recording compositions (letter names, symbols, audio etc.)
Help create at least one simple melody using one, three or five different notes.
Plan and create a section of music that can be performed within the context of the unit song.
Talk about how it was created.
Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performing is sharing music with other people, an audience
A performance doesn't have to be a drama! It can be to one person or to each other
You need to know and have planned everything that will be performed
You must sing or rap the words clearly and play with confidence
A performance can be a special occasion and involve an audience including of people you don't know
It is planned and different for each occasion
It involves communicating feelings, thoughts and ideas about the song/music
To choose what to perform and create a programme.
To communicate the meaning of the words and clearly articulate them.
To talk about the best place to be when performing and how to stand or sit.
To record the performance and say how they were feeling, what they were pleased with what they would change and why.