



# St Mary's Catholic Junior School

## Year 3

### Music Long Term Planner



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let your spirit fly	Recorder Course Christmas Production Songs	Three Little Birds	The Dragon Song	Bringing us together	Recorder Course Reflect, Rewind and Replay

Listen and Appraise	Musical Activities: Games and singing	Musical Activities: Playing instruments	Musical Activities: Improvisation	Musical Activities: Composition	Performance
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and be able to talk about:</li> <li>Its lyrics: what the song is about</li> <li>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Know how to find and demonstrate the pulse.</li> <li>Know the difference between pulse and rhythm.</li> <li>Know how pulse, rhythm and pitch work together to create a song.</li> <li>Know that every piece of music has a pulse/steady beat.</li> <li>Know the difference between a musical question and an answer.</li> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>The instruments used in class (a recorder)</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>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)</li> <li>from memory or using notation.</li> <li>To rehearse and perform their part</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p><u>Skills</u></p>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or five different notes.</li> </ul>	<p><u>Knowledge:</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> </ul>

<ul style="list-style-type: none"> <li>Name some of the instruments they heard in the song.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>To know why you must warm up your voice.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> </ul> <p>To have an awareness of the pulse internally when singing.</p>	<p>within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges.</p>	<ul style="list-style-type: none"> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<ul style="list-style-type: none"> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
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**CURRICULUM ENTITLEMENT**

	<b>Key Skills and Knowledge</b>	<b>Vocabulary</b>	<b>Assessment Criteria – ‘Can I...? statements’</b>
<p><b>Let Your Spirit Fly</b></p>	<p>Identify the piece’s structure: Introduction, verse, chorus.</p> <p>Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</p> <p>Find the pulse while listening.</p> <p>Copy back, play, invent rhythmic and melodic patterns.</p> <p>Bronze Challenge: Rhythm patterns. Silver Challenge: C, sometimes with D and reading notes. Gold Challenge: C + D and reading notes.</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts accurately and in time, as part of the performance.</p> <p>The easy part: F, G + C by ear. The medium part: E, F, G, A, B + C by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Bronze Challenge: C. Silver Challenge: C and sometimes D. Gold Challenge: C + D.</p>	<p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.</p>	<ul style="list-style-type: none"> <li>• Can I identify a piece’s structure?</li> <li>• Can I identify instruments and voices?</li> <li>• Can I find the pulse while listening?</li> <li>• Can I play/sing in time?</li> <li>• Can I take part in a performance?</li> <li>• Can I improvise?</li> <li>• Can I compose a simple melody using simple rhythms?</li> </ul>

	<p>Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p>Using the notes: C, D + E. Using the notes: C, D, E, F + G.</p>		
<b>Recorder course</b>	<p>Pupils will learn the basics of how to play musically, the language of music and the first three notes; B, A and G.</p> <p>This understanding and skill can be transferred to other instruments in the future – wider opps in Year 4.</p>	<p>Cross head crotchets, rest, minims, dotted crotchet, quaver, semibreves.</p>	<ul style="list-style-type: none"> <li>• Can I make a sound?</li> <li>• Can I hold the recorder correctly?</li> <li>• Can I play B?</li> <li>• Can I learn to play notes?</li> <li>• Can I learn note names?</li> <li>• Can I improvise?</li> <li>• Can I perform and appraise?</li> </ul>
<b>Three Little Birds</b>	<p>Identify the piece's structure: Introduction, verse, chorus.</p> <p>Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.</p> <p>Find the pulse.</p> <p>Copy back, play, invent rhythmic and melodic patterns.</p> <p>Bronze Challenge: rhythm patterns. Silver Challenge: C, sometimes with D and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time, as part of the performance.</p>	<p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.</p>	<ul style="list-style-type: none"> <li>• Can I identify a piece's structure?</li> <li>• Can I identify instruments and voices?</li> <li>• Can I find the pulse while listening?</li> <li>• Can I play/sing in time?</li> <li>• Can I use notes G and A?</li> <li>• Can I take part in a performance?</li> <li>• Can I improvise using C and D?</li> <li>• Can I compose a simple melody using simple rhythms?</li> </ul>

	<p>The easy part: G + A. The medium part: C + A.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Bronze Challenge: C. Silver Challenge: C and sometimes D.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.</p>		
<p><b>The Dragon Song</b></p>	<p>Identify the themes: Kindness, respect, friendship, acceptance and happiness.</p> <p>Identify the instruments/voices: Keyboard, drums, bass, a female singer.</p> <p>Explain how the words of the song tell a story.</p> <p>Copy back, play, invent rhythmic and melodic patterns.</p> <p>Bronze Challenge: rhythm patterns. Silver Challenge: G, sometimes A and reading notes.</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts accurately and in time, as part of the performance.</p>	<p>Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.</p>	<ul style="list-style-type: none"> <li>• Can I identify key themes in a song?</li> <li>• Can I identify instruments and/or voices in a piece of music?</li> <li>• Can I explain how a song tells a story?</li> <li>• Can I keep the rhythm?</li> <li>• Can I play note G?</li> <li>• Can I read note G?</li> <li>• Can I improvise using notes G, A and B?</li> </ul>

	<p>The easy part: G by ear.</p> <p>The medium part: G, A + B by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Bronze Challenge: G, A + B. Silver Challenge: G, A or B.</p> <p>Compose a simple melody using simple rhythms and use as part of the performance.</p> <p>Contribute to a performance.</p>		
<p><b>Bringing Us Together</b></p>	<p>Find the pulse while listening.</p> <p>Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.</p> <p>Explain how the words of the song tell a story.</p> <p>Copy back, play, invent rhythmic and melodic patterns.</p> <p>Bronze Challenge: Rhythm patterns. Silver Challenge: C and sometimes A and reading notes.</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts accurately and in time, as part of the performance.</p>	<p>Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.</p>	<ul style="list-style-type: none"> <li>• Can I identify key themes in a song?</li> <li>• Can I identify instruments and/or voices in a piece of music?</li> <li>• Can I explain how a song tells a story?</li> <li>• Can I find the pulse?</li> <li>• Can I keep the rhythm?</li> <li>• Can I use notes C and A?</li> <li>• Can I read notes C and A?</li> <li>• Can I perform using notes G, C and A?</li> </ul>

	<p>The easy part: C. The medium part: G, A + C.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Bronze Challenge: C. Silver Challenge: C and sometimes A.</p> <p>Compose a simple melody using simple rhythms and use as part of the performance using the notes: C, A + G.</p>		
<b>Recorder Course</b>  <b>Reflect, Rewind, Replay</b>			