

Pudsey Bolton Royd Primary School Music Long-Term Plan

Year 3

| <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> |
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| Enquiry Questions | | |
| How does music bring us closer together? | What stories does music teach us about the past? | How does music make the world a better place? |
| Outcomes | | |
| <ul style="list-style-type: none"> • Create a four or six-bar melody according to the instructions given for the Music Notepad composition task. • Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided. • Make an informed decision as to which notes to use when composing and improvising with the song. Theory Quiz | : Improvising as Part of the Performance Revisit the improvisation activity connected to the song you are preparing for performance. Please use the Musical Progression Guide for specific notes in each song. <ul style="list-style-type: none"> • Following a steady beat and staying 'in time'. • Becoming more skilled in improvising; perhaps trying more notes and rhythms. Theory Quiz | Create a four or six-bar melody according to the instructions given for the Music Notepad composition task. <ul style="list-style-type: none"> • Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided. • Make an informed decision as to which notes to use when composing and improvising with the song. Theory Quiz |
| Linked Texts | | |
| N/A | N/A | N/A |
| Linked Experiences | | |
| N/A | N/A | N/A |
| Overview | | |
| In this unit, the Musical Spotlight is 'Developing Notation Skills' and learning about all the Foundational Elements of Music with a focus on notation, while working implicitly with all the other elements of music as you go through the steps of the unit. In this unit, we ask 'How Does Music Bring Us Closer Together?' as an entry point for the broad Social Theme of 'Music Is a Peacebuilder and Friendmaker'. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit. | In this unit, the Musical Spotlight is 'Enjoying Improvisation' and learning about all the Foundational Elements of Music with a focus on improvisation, while working implicitly with all the other elements of music as you go through the steps of the unit. In this unit, we ask 'What Stories Does Music Tell Us About the Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit. | In this unit, the Musical Spotlight is 'Composing Using Your Imagination' and learning about all the Foundational Elements of Music with a focus on composition, while working implicitly with all the other elements of music as you go through the steps of the unit. In this unit, we ask 'How Does Music Make the World a Better Place?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit. |
| Knowledge and/or Skills Covered | | |
| Notation Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, | Improvising Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), Inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove. | Composing Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. |

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| <p>and simple combinations of: C, D, E, F, G, A, B F, G, A, B\flat, C G, A, B, C, D, E E, F\sharp, G\sharp, A, B</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave</p> <p>Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p> | <p>Compose over a drone.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p> | <p>Compose over a drone.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a simple melody using crotchets, minims and perhaps paired quavers:</p> |
| National Curriculum Attainment Targets | | |
| <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> |
| Important Vocabulary | | |
| <p>Stave, Treble clef, Time signature, Lines and spaces on the stave, Note values - minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers.</p> | <p>Beat, 'In time', Response, Groove, Drone, Question and answer phrase.</p> | <p>A time signature, A treble clef, bars, notes, scale, key signature, minims, crotchets and paired quavers, with their corresponding rests, expression/dynamics, melody.</p> |

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| <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| Enquiry Questions | | |
| How does music help us to get to know our community? | How does music make a difference to us everyday? | |
| Outcomes | | |
| <p>Listen and Respond – A Night On The Bare Mountain Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 4 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document. Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. Theory quiz.</p> | <p>Compose</p> <ul style="list-style-type: none"> • Create a four or six-bar melody according to the instructions given for the Music Notepad composition task. • Follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided. • Make an informed decision as to which notes to use when composing and improvising with the song. • Including a home note, to give a sense of an ending; coming home. • Performing their simple composition/s using their own choice of notes. • Describing how their melodies were created. <p>Theory quiz.</p> | |
| Linked Texts | | |
| N/A | N/A | N/A |
| Linked Experiences | | |
| N/A | N/A | N/A |
| Overview | | |
| <p>In this unit, the Musical Spotlight is 'Sharing Musical Experiences' and learning about all the Foundational Elements of Music with a focus on experiencing music, while working implicitly with all the other elements of music as you go through the steps of the unit. In this unit, we ask 'How Does Music Help Us Get to Know Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is relevant to learning topics such as community, nationality, where we come from, team building, sport and other topics, as you, the teacher, see fit.</p> | <p>In this unit, the Musical Spotlight is 'Learning More About Musical Styles'. You will continue to learn about all the Foundational Elements of Music with a focus on musical styles, while working implicitly with all the other elements of music as you go through the steps of the unit. In this unit, the Musical Spotlight is 'Sharing Musical Experiences' and learning about all the Foundational Elements of Music with a focus on experiencing music, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> | |
| Knowledge and/or Skills Covered | | |
| Share your thoughts and feelings about the music together. | Create music and/or sound effects in response to music and video stimulus. | |

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| Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music. | Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers: | |
| National Curriculum Attainment Targets | | |
| Listen with attention to detail and recall sounds with increasing aural memory. 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. | Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 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 inter-related dimensions of music. | |
| Important Vocabulary | | |
| Beat, Groove, Tempo, Actions, Instruments, Male, Female, vocals. | Stimulus, Response, Chord progression, Groove, Drone Dynamics, Tuned percussion, Untuned percussion, Melody, crotchets, minims and perhaps paired quavers. | |