

Year 3 Music

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Beat, play, sing! <i>Rhythm, Beat Grids and Melodic Ostinatos</i>	Singing and Pitch <i>Christmas</i>	Viking Battle! <i>Case Study: O Fortuna from Carmina Burana by Carl Off)</i>	World Music - India <i>Case Study: Symphony Finale by Ravi Shankar</i>	Recorders <i>Ensemble playing, instrument handling, reading and interpreting standard notation.</i>	Recorders <i>Ensemble playing, instrument handling, reading and interpreting standard notation.</i>
Brief synopsis:	Children play whole class music games that enable them to practice playing and creating more complex rhythms. They practice following beat grids as a class and in small groups. Children are introduced to the word ostinato and compose rhythmic ostinatos in small groups using untuned percussion. Children listen to and study two songs by Queen: Another one bites the dust and Under Pressure to identify the melodic	Children learn how to sing simple vocal harmonies and two part songs. Children practice singing in tune for their Christmas performances.	Children listen to O Fortuna and discuss their responses using musical features to explain their ideas. Children follow rhythm notation to play the opening theme of O Fortuna with untuned percussion. They work in small groups to compose Viking Battle lyrics following the rhythm of the theme. Children sing and play tuned/untuned instruments in a whole class ensemble	Children listen to Symphony Finale and discuss their responses using musical features to explain their ideas. Compare to Western music and other case studies e.g O Fortuna Children learn about the different instruments and history of Indian music. Children learn about the three main features of Indian Music: Tala, Sam and Raga. Children play and explore Tala and Sam through whole class ensemble playing on untuned instruments.	Children learn how to play the recorder. They learn the notes B, A, G, C, E, D and play simple songs following basic standard notation. They work on simple rhythms and melodies and improve their technique over a whole term. Children play in a whole class ensemble and work on a performance at the end of the unit for the rest of the school and parents.	Children learn how to play the recorder. They learn the notes B, A, G, C, E, D and play simple songs following basic standard notation. They work on simple rhythms and melodies and improve their technique over a whole term. Children play in a whole class ensemble and work on a performance at the end of the unit for the rest of the school and parents.

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	ostinato. Children learn to play these melodies on glockenspiels, following standard notation.		to create their own version of O Fortuna.	Children compose their own melodic ragas on glockenspiels and notate them using standard notation.		
Skills and knowledge focus:	I can describe and perform changes in timbre, dynamics, tempo and duration. I can maintain an independent part in a group when singing and playing (rhythm, drone, ostinato, part singing) I can notate simple melodies and rhythms using standard notation and/or graphic scores. I can compose and create simple melodies, rhythmic patterns and accompaniments. I can listen to music from different genres and can comment on period, features and	I can sing a variety of songs with control and accuracy and rhythm and pitch. I can maintain a vocal accompaniment and sing in 2 or 3 parts. I can maintain an independent part in a group when singing and playing (rhythm, drone, ostinato, part singing)	I can sing a variety of songs with control and accuracy and rhythm and pitch. I can maintain a vocal accompaniment and sing in 2 or 3 parts. I can maintain an independent part in a group when singing and playing (rhythm, drone, ostinato, part singing) I can notate simple melodies and rhythms using standard notation and/or graphic scores. I can compose and create simple melodies, rhythmic patterns and accompaniments.	I can listen to music from different genres and can comment on period, features and describe changes in tempo, dynamics and texture. I can maintain an independent part in a group when singing and playing (rhythm, drone, ostinato, part singing) I can compose and create simple melodies, rhythmic patterns and accompaniments. I can suggest follow and lead simple performance directions. I can offer comments about my own and others' work and	I can read the notes BAG, high C, bar-lines, rests and time signature on the stave and be able to play these notes on the recorder. I can describe and perform changes in timbre, dynamics, tempo and duration. I can maintain an independent part in a group when singing and playing (rhythm, drone, ostinato, part singing) I can notate simple melodies and rhythms using standard notation and/or graphic scores. I can perform with an awareness of	I can read the notes BAG, high C, bar-lines, rests and time signature on the stave and be able to play these notes on the recorder. I can describe and perform changes in timbre, dynamics, tempo and duration. I can maintain an independent part in a group when singing and playing (rhythm, drone, ostinato, part singing) I can notate simple melodies and rhythms using standard notation and/or graphic scores. I can perform with an awareness of audience (recorder concert)

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	describe changes in tempo, dynamics and texture. I can listen to and share my ideas with others and co-operate within a group. I can suggest follow and lead simple performance directions. I can offer comments about my own and others' work and suggest ways to improve.		I can listen to music from different genres and can comment on period, features and describe changes in tempo, dynamics and texture. I can suggest follow and lead simple performance directions.	suggest ways to improve.	audience (recorder concert)	
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Evidence:	In books: - RAG self assessment - Beat grid - 4 note melodic ostinato – B,A,G - Under pressure ostinato notation Video/audio: - Video of Beat grid playing - Video of Queen ostinato playing	In books: Video/Audio: Recording of Christmas performance	In books: - RAG self assessment - Photo of gathering and exploring ideas - O FORTUNA notation to follow/add lyrics to Video/Audio: - Video of class Viking 'O Fortuna' style ensemble composition and performance	In books: - RAG self assessment - Worksheet about Indian music features and composers - 4 note Raga notation Video/Audio: - Video of Raga compositions and performances	In books: - RAG self assessment - Recorder notation to read Video/Audio: - Video of Recorder Concert	In books: - RAG self assessment - Recorder notation to read Video/Audio: - Video of Recorder Concert
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