



Subject Map Year 3 - Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Sing a growing range of songs in tune and with expression. • Experience singing canons, simple rounds and other partner songs. • Understand the difference between pulse and rhythm. • Choose and maintain and appropriate pulse. <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Sing songs with a wider pitch range (C- 	<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Play simple ostinato parts (repeating rhythms) on percussion instruments. • Play simple melodic patterns using a small number of notes. • Show control of dynamics and tempo when singing and playing, following physical signals. • Begin to show an awareness of the audience when performing. <p>Precise knowledge to be learned (include locality links here):</p>	<p>Unit Name: Exploring and composing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Begin to improvise and compose simple rhythmic patterns within a given structure. • Compose, rehearse and perform with others and begin to improve own work. <p>Precise knowledge to be learned (include locality links here):</p>	<p>Unit Name: Transcribing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Begin to show the link between shape and pitch using graphic notations. • Explore and develop using Music Technology to capture, change and combine sounds. 	<p>Unit Name: Describing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.) • Recognise pitch changes and motifs (repeating phrases) in a piece of music. • Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Recognise the different instrumental 	<p>Unit Name: Vocabulary</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Recap of all objectives with a focus on developing understanding and use of musical vocabulary. tune - expression canons - rounds pulse - rhythm ostinato percussion instruments dynamics - tempo



<p>C) showing a sense of melodic shape.</p> <ul style="list-style-type: none"> • Sing lah-soh-me songs with accurate pitch matching. • Explore using the voice expressively and creatively. • Copy a simple rhythm on a percussion instrument. • Beat the pulse of a piece of music, using body and using a percussion instrument. • Begin to identify the difference between pulse and rhythm. <p>Suitable Visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links: Christian Value/SMSC link:</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Create crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally. • Create accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally. • Experience singing songs with different structures e.g. verse/chorus. • Add simple accompaniments to songs using tuned and untuned percussion instruments e.g. drones or keeping pulse on a drum. <p>Suitable visits/Visitors/ Experiences:</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea. • Experiment with, create, select, combine and sequence sounds using the inter-related dimensions. • Clap a simple rhythmic pattern for others to copy. <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links: Christian Value/SMSC link:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Use a simple graphic score for performing or as a stimulus for composition. • Begin to recognise the link between shape and pitch in graphic notations. • Experience using Music Technology to capture, change and combine sounds. <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>families when watching musical performances and begin to recognise the sounds they make.</p> <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat and use rhythm names (walk/jogging or ta/te-te). • Know that pitch means 'high and low' and identify high and low sounds when listening to a piece of music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. 	<p>audience rhythmic pattern melodic pattern crotchet – quaver - rest instrumental families composer/musician</p> <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <p>pitch percussion instrument pulse rhythm crescendo diminuendo accelerando rallentando verse chorus graphic score rhythm names dynamics tempo timbre instrument groups</p>
---	---	--	---	---	---



<p>Singing as a form of expression and creativity. Striving to improve quality and taking pride in good work.</p>	<p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Music as a performance for other people to appreciate. Seeing yourself as a producer of music.</p>	<p>Using music to create effects, moods, atmospheres and ideas. The process of compose, rehearse, perform, improve both individually and with others.</p>	<p>Christian Value/SMSC link: Different ways of recording and the need to record ideas. Uses of technology and a comparison between virtual/real experiences.</p>	<ul style="list-style-type: none"> • Listen with concentration to a range of recorded and live music and express an opinion about the music. • Group instruments in different ways e.g. according to how they are played, wooden/metal/skin etc. <p>Suitable visits/Visitors/Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: The wonder of music and its wide range of forms. Being thankful to God for everyone who creates music.</p>	<p>Suitable visits/Visitors/Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Developing subject specific vocabulary to enable higher level communication. Chance to reflect upon previous learning and identify strengths and preferences.</p>
---	--	---	--	---	---