Subject Area – Music Year Group - Three

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	**Creating compositions for an animation** Mountains	**Jazz** Jazz	**Traditional Instruments and Improvisation** India	**Pentatonic melodies and composition** Chinese New Year	**Developing Singing Technique** Vikings	**Ballads** Ballads
Link to Programme of study	Improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	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.	Improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	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.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Composite Knowledge	**What is timbre?** **What are dynamics?** **How can different timbres and dynamics change the mood of a piece of music?** **What is an ensemble?**	**What is Jazz? Where did it originate?** **What are the features of Jazz music?** **What is scat singing?** **What is syncopation?**	**What are the features of traditional Indian music?** **What are a rag, a drone and a tal?**	**What is pitch?** **What is letter notation?** **What is the pentatonic scale?** **What is a crescendo?**	**What are the features of Viking music?** **What is notation in Viking music?** **What is duration?** **How can we improve our singing technique?**	**What are the features of a ballad?** **What is the structure of a ballad?** **What are lyrics?** **How can we use a stimulus to compose a ballad?**
Component knowledge	To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of	To know that Jazz is a type of music that originated in the African-American communities of the USA.	To be able to describe the features of traditional Indian music, including a rag, a drone and a tal. **Key skills:**	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a	To describe the features of Viking music. To be able to read and write music using a form of graphic notation. **Key skills:**	To know that a song can tell a story. To know that lyrics are the words of a song. To know that a 'stanza' is a verse.

	musicians who perform together. **Key skills:** Composing a piece of music in response to a stimulus. Beginning to use music vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	To be able to describe features of Jazz, including scat singing. To be able to describe syncopation – playing on the 'off beat'. **Key skills:** Learning about the history of a style or movement in music. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Reading musical notation and playing the correct notes of the rag. Playing a rag and a tal accurately alongside a drone. Singing and play in time with others with some degree of accuracy and awareness of each other's parts.	pentatonic melody uses only the five notes C D E G A. **Key skills:** Understanding that music from different parts of the world, and different times, has different features. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Writing and performing a pentatonic melody.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Using graphic or staff notation to record rhythms and melodies.	**Key skills:** Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
National Curriculum KS2 (skills)	•					
Vocabulary	**timbre, dynamics, notation, ensemble**	**rhythm, structure, pitch, syncopation**	**pitch, notation, texture, timbre drone, rag, tal**	**pitch, notation, texture, dynamics scale, pentatonic, crescendo**	**pulse, tempo, pitch, notation duration**	**pitch, dynamics, tempo, structure lyrics, stanza, verse, chorus**
Links to prior knowledge	-	-	-	-	-	-
Key knowledge for assessment	Children can use the terms **timbre** and **dynamics** correctly. Children can use some music vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Children can use the terms **rhythm** and **structure** and **syncopation** correctly. Children can discuss the stylistic features of jazz using musical vocabulary (related to the inter-related dimensions of music).	Children can use the terms **pitch, notation, texture** and **timbre** correctly. Children can improvise in the style of traditional Indian music.	Children can use the terms **pitch, notation, pentatonic** and **crescendo** correctly Children can write and perform a pentatonic melody.	Children can use the terms **pulse, tempo, pitch** and **notation** correctly. Children can to represent their composition using graphic notation .	Children can use the terms **lyrics, stanza, verse** and **chorus** correctly. Children can sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Key Vocabulary Progression					
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
pulse, rhythm, pitch, tempo, dynamics, timbre, notation	**pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation,** soundscape	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** ensemble, syncopation, drone, rag, tal, scale, pentatonic, crescendo, lyrics, stanza, verse, chorus, duration	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation,** body percussion, motif, transpose, harmony, ostinato, walking bassline, hand jive, haiku, glissando, syncopation, rhythmic break	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** stave notation, graphic score, vocal composition, 12-bar blues, call and response, eight-beat break, character song, action song, loop, ostinato, remix	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** Kodaly, minimalism, major, minor, harmony, counter-melody, Solfa, fugue, ground bass, recitative, canon, chord progression, melody

Pupils should be able to:

- 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
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.