

# Year 3 music Knowledge and Skills

|               | Amazing Archaeology (5)   | Feel The Force (3)   | Genius Geology (5)  | Gods and Heroes (5)  | DT WEEK            | You Are What You Eat! (4)  | Brilliant Botanists (5)   | MUSIC WEEK: ABBA                                  | The Roman Empire (6)  | ART WEEK: Roman Mosaic   |
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| Values        | SERVICE<br>Friendship   | PERSEVERANCE<br>Respect  | PERSEVERANCE<br>Respect<br><br>GENEROSITY<br>Thankfulness   | JUSTICE<br>Courage   | JUSTICE<br>Courage | COMPASSION<br>Service<br><br>FORGIVENESS   | FORGIVENESS   | TRUTHFULNESS<br>Trust                             | TRUTHFULNESS<br>Trust<br><br>RESPECT  | RESPECT  |
| Music Express | <b>Music express:</b><br><b>Environment</b> x3<br>Composing: using songs and poems, create accompaniments and sound pictures. | <b>Music express:</b><br><b>Time</b> x3 Beat: combining melodic and rhythmic patterns and use staff notation.<br><b>Cross curricular links:</b> <a href="#">Star wars themes and leitmotifs</a><br>Identifying beat, rhythms and layering them together. | <b>Music express: In the past</b> x3 Pitch: Origins of pitch notation, using hand signals to create 3 note melodies. Learning basic step pattern for a performance. | <b>Music express:</b><br><b>Ancient worlds</b> x3 Structure/performance: using myths. Song cycles, rounds and compose ostinati.<br><b>Cross curricular links:</b> The story of Troy retold through song via a BBC resource. <a href="#">Heroes of Troy</a> |                    | <b>Music express:</b><br><b>Human body</b> x3 Structure: Skeleton dances and songs to teach about the body. Percussion instruments to improvise, create word rhythms and create a dance.<br><b>Cross curricular links:</b><br><b>Food</b><br>Performing: songs, chants, word rhythms and singing rounds. | <b>Music express:</b><br><b>Sounds</b> x3<br>Sounds: How sounds can be classified. Music from around the world to look at timbre and structure to create musical conversations. | <b>Cross curricular links:</b><br>Abba Music Week | <b>Music express:</b><br><b>Communication</b> x3<br>Composition: make music inspired by technology and computing. | <b>Cross curricular links:</b><br><a href="#">BBC romans musical</a> - song 8 'make a mosaic'. |

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| YEAR 3  |  | Music   |
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| Topic 1: Amazing Archaeology (5)  |  |   |
| Assessment questions: <ul style="list-style-type: none"> <li>• What is an ostinato? How is it used in music?</li> <li>• Can you talk about how music can be structured? (Can prompt – what is ternary/ rondo structure? These are quite complicated terms – need to be able to say that some parts repeat/go back to and that it builds a structure)</li> </ul> |  |   |
| KNOW  | DO   | UNDERSTAND  |
| <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils sing, using their voices with increasing accuracy, fluency, control and expression</li> <li>• Pupils compose music</li> <li>• Pupils explore structure, timbre, and appropriate musical notations</li> <li>• Pupils create music on their own and with others</li> </ul>        | <p><b>Music express: Environment (3)</b> The children will listen to ‘The sound collector’ and identify instruments they could use for each of the 16 sounds. They will perform them, thinking of how to make them more descriptive (duration, dynamic, frequency). They will identify features of the local area, and learn to sing ‘My Place’ in two parts. They will then learn an ostinato using tuned percussion to accompany. When listening to ‘under the bridge’, the children will think how the lyrics are reflected through sound and will experiment with different ways to use their voices expressively. They will listen for the ‘drone’ and explore ways of adding this to their performance. Using a pictorial representation of the composition, they will look at the ternary structure (ABA). Using a conductor, they will perform a composition for the next part of the song. The children will learn the chant ‘Our place’ and explore the ternary structure (ABA) and then the rondo structure (ABACA). They will create a soundscape for the piece, using the local environment as inspiration to create sounds looking at pitch, duration, dynamics and how they can be made creatively.</p> | <p><i>This follows on from year 2 where the children used stories as inspiration for compositions. They have explored pitch, dynamics and duration and are able to make sounds with their voices, bodies and soundmakers. They have drawn soundscapes before, and followed a leader when performing improvisations, identifying a clear start and stop signal. In year 2, they also worked on playing different ostinati as accompaniments. They have structured pieces with a beginning middle and end but have not looked at formal structures.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ Changing the dynamics, pitch, duration and timbre of a sound can create a different musical effect.</li> <li>◦ A melodic ostinato can be used to accompany a song</li> <li>◦ You need to listen carefully to other performers when singing in two parts</li> <li>◦ Music can be structured and these structures can be used to create different compositions (ternary and rondo)</li> </ul> <p><b><u>Vocabulary:</u></b></p> |

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|   |   | dynamics<br>pitch<br>duration<br>timbre<br>ostinato<br>melody<br>structure<br><b>drone</b><br><b>sequence</b><br><b>ternary</b><br><b>rondo</b>  |
| <b>Topic 2: Feel The Force (3)</b><br><br>Assessment questions: <ul style="list-style-type: none"> <li>• What is a metre in music? What metres do you know about? (2, 3, 4)</li> <li>• Can you clap/ march/ tell me the metre in this song?</li> <li>• What is a leitmotif? When might you hear them used?</li> </ul>   |   |  |
| <b>KNOW</b>   | <b>DO</b>   | <b>UNDERSTAND</b>  |
| <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils listen to, review, and evaluate music, including the works of the great composers</li> <li>• Pupils use and understand staff notation (rhythm)</li> <li>• Pupils learn to sing and to play a musical instrument</li> <li>• Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> </ul> | <p><b>Music express: Time (3)</b> Children will watch the <i>Many metres</i> movies. They will see how a beat is grouped into a pattern of 2, 3 or 4 and that this is the metre. They will explore how the beat can be at a different speed, and that the strong beat marks the first beat. They will play songs and games to get more confident at playing along with 2, 3, or 4 time. They will listen to 'Carillon' from <i>L'Arlésienne</i> by Bizet and identify musical elements such as changes in pitch, dynamics and different instruments before finding the beat and working out what the metre is. <i>NB the instrument is a Carillon – there is one of these in Bournville in a building on the Green, outside Cadbury World.</i> They will sing along to 'ding dang dong' in two groups, learning the Carillon bell melody and look at how two melodies can be played at the same time. The children will listen to 'keep in time' and identify 4 different rhythmic patterns which are played at the same time. They will use words to learn the rhythms. They will then use graphics of the notation and match it to the word pattern (they don't need to know values of notes/ names of them – this is the first time they have been shown the concept of staff notation). With a child keeping a steady beat on a drum, the children will perform the different rhythm together with body percussion or instruments. They will evaluate their</p> | <p><i>This follows on from Year 2 where children were given opportunities to find the beat and talk about if the beat was steady or if the beat changed tempo. They have been introduced to the idea of a four beat metre. They have followed a graphic score to perform, but this has been pictures. They have not seen staff notation.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ Each piece of music has a different metre</li> <li>◦ The first beat is stronger and will help you identify it is in 2, 3 or 4 time</li> <li>◦ Repeated rhythms (ostinati) can be played together in layers</li> <li>◦ You need to listen to the beat and stay in time when playing an ostinato</li> <li>◦ Rhythms can be written in staff notation and you can follow it when playing</li> </ul> <p><b>Vocabulary:</b><br/> Beat/pulse</p> |

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|   | <p>performance (what was the balance of the volume like? Did everyone stay in time?)</p> <p><b>Cross curricular links: <a href="#">Star wars themes and leitmotifs</a></b></p> <p>Star wars – The children will listen to the themes and leitmotifs of different characters. (when characters appear/ are mentioned in a film, their theme will be played in the soundtrack). They will find the beat, the meter and then identify the rhythms (Luke and Vader have strong, recognisable patterns which can then be repeated). Children can explore finding words to match the rhythms and seeing if they can layer the two patterns together.</p>   | <p>metre<br/>rhythm<br/>rhythm pattern<br/>ostinato<br/>tempo<br/><b>staff notation</b><br/><b>leitmotif/ theme</b><br/>melody</p>  |
| <p><b>Topic 3: Genius Geology (5)</b></p> <p>Assessment questions:</p> <ul style="list-style-type: none"> <li>• Show a picture of a stave with notes going up/down - can you tell me about this? What does it tell a musician? (Can prompt – do the notes have names?)</li> <li>• Using chime bars and 3 notes – can you play this music following the notes on the stave. (Names of notes can be written underneath the notes on the stave – just need to show they understand that the melody is going up/ down)</li> </ul> |  |   |
| <p><b>KNOW</b></p>  | <p><b>DO</b></p>   | <p><b>UNDERSTAND</b></p>  |
| <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils explore pitch, structure, and appropriate musical notations</li> <li>• Pupils use and understand staff notations</li> <li>• Pupils develop an understanding of the history of music</li> <li>• Pupils listen with attention to detail and recall sounds with increasing aural memory</li> </ul>   | <p><b>Music express: In the past (3)</b> The children will watch 'high, lo, middle, lo' and play hand games to follow the change in pitch. They will watch a conductor making a new 3 note melody, changing pitch with her hands and they will see if they can sing along. A child will become a conductor and play the game (using F, G A chime bars). They will listen to O Beata Infantia by Hildegard von Bingen, which is 1000 years old and when music first started to be notated; they will follow the pitch with their hands. The children will listen to 'back in time' and track the changes in pitch at the end of the verses. They will transfer this onto tuned percussion and be shown how the notes move in steps on a stave. Using the drone which plays throughout, they will see what happens on the stave if the note stays the same. The class will then play the two parts (following the steps/ the drone). The children will then have the opportunity to create their own 3 note compositions, recording their own ladder notation on a stave. The children will listen to Bransle simple by Michael Praetorius, played on a tambour. They will identify the beat and how the instrument is played, and follow a stick notation to follow the pattern. They will then learn dance steps to go with the music (following the rondo structure ABA). This will build up to a performance, using different instruments and movements for the pattern.</p> | <p><i>In Year 2, the children explored pitch and know that notes can go up and down in steps. This follows on from the last unit which looked at the notation as a rhythm and now moves onto notation in a ladder form, going up and down the stave.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ Pitch can go up and down in steps</li> <li>◦ Notes on a stave show how the notes go up and down</li> <li>◦ Notes have names which go from A – G</li> <li>◦ If you follow the notes on the stave, you can play the melody written</li> </ul> <p><b>Vocabulary:</b><br/>Beat/pulse<br/>metre<br/>pitch<br/>staff notation<br/>Melody<br/><b>Pitch movement</b><br/><b>stave</b></p> |
| <p><b>Topic 4: Gods and Heroes (5)</b></p>  |  |   |

Assessment questions:

- What are layers in music? How have you sung using different layers?
- Tell me about when you performed in different parts – what did you find easy/ hard? (Listen for key vocab like melody, rhythm, beat, singing in a round/ using an echo)

| KNOW  | DO   | UNDERSTAND   |
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| <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils develop an understanding of the history of music</li> <li>• Pupils use their voices and play musical instruments with increasing accuracy, fluency, control, and expression</li> <li>• Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> </ul> | <p><b>Music express: Ancient Worlds (3)</b></p> <p><b>Orpheus:</b> The children will listen to a modern day lyre and talk about how it is played and the timbre of the sound. They will listen to music to ‘soothe the dragon’, played on 2 different xylophones, and identify and copy the different ostinato on tuned percussion (adding more soothing sounds with untuned). They will then learn to sing ‘song for Orpheus’ in two groups, using the ostinato as an accompaniment.</p> <p><b>Hera (Echo):</b> the children will listen to ‘mirror, mirror’ and identify the echoes played within it. They will then sing in 2 parts with a lead and an echo. They will explore this idea further by playing mirroring action games, and using tuned percussion to improvise tunes to copy (identifying changes in pitch). When they are confident, they will put both songs together (Orpheus and Hera) – they will think about how they change the quality of their voice to match the songs.</p> <p><b>Theseus:</b> The children will learn this song, adding the ostinato parts learnt in the ‘soothe the dragon’ lesson as an accompaniment. The three songs can then be put together and sung in sequence. The children will then have the opportunity to develop the ostinato further by improvising different combinations of notes and rhythms. The whole class will then plan out how to structure a performance of the three songs, performing them as a round, taking into consideration the balance of the parts and the musical effect</p> <p><b>Cross curricular links:</b><br/>The children may also listen to the story of Troy retold through song via a BBC resource. This can be used as a whole performance. <a href="#">Heroes of Troy</a></p> | <p><i>This follows on from the environment unit in ‘Amazing archaeologists’, where children began to explore how they could use their voices effectively, and listen to each other to perform in two parts. This unit gives them more opportunity to extend these ideas and to consider how to put them together for a whole performance.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ Tuned and untuned percussion can be used to create musical effects</li> <li>◦ Ostinati can be layered together in different combinations to create musical effects</li> <li>◦ You need to learn a melody/ rhythm securely and then listen carefully to others when singing in 2 or 3 parts</li> <li>◦ Songs can be created through phrases, using melodic imitation and rounds</li> <li>◦ When creating a performance, you need to think about the structure, the balance of parts and the musical effect</li> </ul> <p><b>Vocabulary:</b><br/>ostinato/ostinato<br/>tuned and untuned percussion<br/>melody<br/>rhythm<br/>structure<br/>round<br/><b>phrase</b><br/><b>lyrics</b><br/><b>layers</b></p> |
| <b>DT WEEK</b>  |  |  |
| KNOW  | DO   | UNDERSTAND   |
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Topic 5: You Are What You Eat! (4)

Assessment questions:

- What is call and response in music?
- What is binary form?
- Tell me about the music you have performed/ listened to in binary form: how were the two parts contrasting?

| KNOW  | DO  | UNDERSTAND   |
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| <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils play and perform, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</li> <li>• Pupils explore structure, texture, and timbre</li> <li>• Pupils improvise and compose music</li> <li>• Pupils create music on their own and with others</li> </ul> | <p><b>Music express: Human body (3)</b> The children will learn the ‘bones dance’ song, learning the call and responses. They will identify the rhythms and pat them on the parts of the body as they perform the song. They will then use the song as a quiz, patting the parts of the body in rhythm as they are called out, keeping to the steady beat. They will listen to ‘the joyful skeleton’ and ‘skelebones’ and explore the idea that composers often use wooden percussion to make the sound of bones. Children use instruments to play along to the music while they dance (xylophone, claves, wood block, guiro, temple blocks, wooden cabasa and other found objects.) They will watch a ‘muscle’ movie and talk about how the muscles make the skeleton move. They will learn a clapping pattern and use a call and response song to learn about muscles. They will learn a melody to go with the muscles movie and then put the melody and rhythms together alongside a steady beat. The children will perform the music in 3 parts with a group using tuned percussion (DEGA on chime bars) to play the melody. They will listen to <i>Muscle movers</i> and <i>Timpani</i>, which feature a range of natural and electronic percussion sound and talk about how drums and timpani (a set of large drums) are often used to portray strength. They will then improvise an aerobic body workout routine to <i>Muscle movers</i>. The bones and muscles songs can then be put together using structure, which will include call and response sections and a coda. The children will revisit ‘skelebones’ and look at its structure: two sections: – A section, slow, followed by B section, fast. They will learn that binary form is the name given to music which has two contrasting sections. They will explore how the sections contrast. They will then compose their own binary music using a call and response format and a skeleton dance. They will explore different rhythms, timbre of instruments, movements and dynamics. After the performance they will evaluate how contrasting the sections were and if they could be changed.</p> | <p><i>The children have done a lot of work on putting rhythms together and have learnt to play melodies on tuned percussion. This unit allows them to build on these skills and use them to understand different structures of music.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ Music can be structured in different ways and one of these is by using call and response.</li> <li>◦ Binary form is where 2 contrasting sections are used.</li> <li>◦ Different instruments, timbres, dynamics and rhythms can create contrasting effects.</li> <li>◦ To sing in two parts you must listen carefully to each other, and follow clear start and stop signals</li> </ul> <p><b>Vocabulary:</b><br/> tuned and untuned percussion<br/> melody<br/> rhythm<br/> Structure<br/> Timbre<br/> Dynamics<br/> Beat/pulse<br/> round<br/> <b>coda</b><br/> <b>binary form</b><br/> <b>call and response</b></p> |

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|  | <p><b>Cross curricular links:</b> The children will have the opportunity to sing different food songs e.g a three part round for 'the breakfast song' (lesson 2 in music express unit food and drink). There also a range of food songs on 'singup'</p>   |   |
| <p>Topic 6: Brilliant Botanists (5)</p>  |   |   |
| <p>Assessment questions:</p> <ul style="list-style-type: none"> <li>• Can you tell me about all the instruments you have been listening to? What did you find out about their timbre and pitch?</li> <li>• Why are some pieces of music descibed as being a 'musical conversation'? What have you listened to which has shown that?</li> </ul>   |   |   |
| <p>KNOW</p>  | <p>DO</p>   | <p>UNDERSTAND</p>   |
| <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils understand and explore how music is created, produced, and communicated</li> <li>• Pupils appreciate and understand a wide range of recorded music drawn from different traditions, including the works of the great musicians</li> <li>• Pupils learn to sing and play a musical instrument</li> <li>• Pupils perform in an ensemble context</li> </ul> | <p><b>Music express: Sounds (3)</b> The children will watch a movie of different instruments which are categorised into different groups (Aerophone, Chordophone, Idiophone, Membranophone) and discuss the different sounds and how they are made. Using boomwhackers (an aerophone) , children will explore the different pitch and how to change the timbre by playing in a different way. Pairs of children/ groups will improvise a musical conversation. They will then listen to different sections of 'stamping tubes' to identify the different conversations. Using a graphic of the conversation, they will see how this is achieved using different pitches. They will move onto explore idiophones by listening to steel pans and looking at how the size can change the pitch. They will then learn the song 'dis long time gal', a call and response song, which uses steel pans as an accompaniment. They will then watch the accompaniments movie to see if they can play along using chime bars for steel pan part and maracas for the repeated word rhythm. The children will review the performance. The children will move onto looking at chordophones by listening to Raga piloo which uses a violin and a sitar. They will listen to the structure of the phrases and the mood it creates and look at how it is built like a conversation. They will listen to 'patterns in the night' and make comparisons. They will see how the lyrics in the chorus match the changing pitch of the melody. They will sing the chorus in groups. They will perform the song moving between using instruments and voices to create a musical conversation.</p> | <p><i>This follows on from the last unit where children began to sing call and response songs. This moves onto understanding how this can be done through instrumental music as well. Children have thought about timbre, and how instruments can be played differently to change the sound but this is developed further by looking more closely at how the sound is produced and how instruments can be classified by the way they make their sound.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ Sounds are produced in different ways and that instruments can be classified by these criteria.</li> <li>◦ One way of structuring music is through a 'musical conversation' (call/response)</li> </ul> <p><b>Vocabulary:</b></p> <p>Pitch<br/>Timbre<br/>Lyrics<br/>Rhythm<br/>Phrase<br/>structure<br/><b>Aerophone</b><br/><b>Chordophone</b><br/><b>Idiophone</b><br/><b>Membranophone</b></p> |
| <p>Topic 7: The Empire Strikes Back (6)</p>  |   |   |

Assessment questions:

- What is an earcon?
- Can you show me the score you have created and talk about what music you have composed? (prompt with questions about how the voice/instruments are used to express ideas and how the graphic score helps the performer through its use of symbols).

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| <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Pupils improvise and compose music using the inter-related dimensions of music</li> <li>• Pupils learn to sing and play a musical instrument</li> </ul> | <p><b>Music express:</b> Communication (3) The children will be shown images to go with 'earcons' - short, catchy sounds linked to carrying out individual tasks, e.g. on a computer (like an icon is one you can see). They will play games with them, rearranging the icons to listen to the earcons in a sequence. They will listen to and learn 'the emoticon song', using facial expressions to match. They will think about what sounds they can use for each emoticon (emoji) and use different instruments and sound makers thinking about: the different timbres that can be produced, how loudly to play, how long or short to play the sounds. The children will learn to sing 'the telephone song', in two parts for the call and response. They will use their voices to mimic different ringtones and then make their own using their voices creatively to think about pitch, volume, different words and noises. They will record their sounds and evaluate them, experimenting with making changes in pitch and dynamics, The children will listen to the music which has been composed for different apps and give reasons about which one matches and why, They will listen to the audio for 'smiley computer game' and explore how the sound effects reflect the game movements, They will learn to play the 4 different themes for the character using tuned percussion instruments. They will then choose their own movement and compose an earcon for it. The children will move onto making their own graphic scores, using combinations and sequences of smiley movement cards.</p> <p><b>Cross curricular links:</b> The children can learn lots of songs through the <a href="#">BBC singing resource</a>. <a href="#">BBC romans musical</a> - song 8 'make a mosaic' links well to the Art week focus.</p> | <p><i>This unit gives children the opportunity to see how music is used in technology. It also gives them to play lots of games to experiment with using their voices/ instruments to become more confident at using them expressively.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ Music is used within technology for effect</li> <li>◦ Voices and instruments can be used creatively and expressively to convey an idea</li> <li>◦ A score can be made using symbols</li> </ul> <p><b>Vocabulary:</b><br/>Pitch<br/>Dynamic<br/>Symbol<br/>Score<br/>sequence<br/><b>earcon</b></p> |
| <b>ART WEEK</b>   |  |   |
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