

**YEAR 3 ADVENT 1: Movin' Groovin'**

<b>Prior Knowledge</b>	<b>Pupils can:</b> Sing collectively at the same pitch. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Walk, move, and clap a steady beat. Read the symbols for the rhythms: "Walk", "Running", "Stride", and "Sleep" Perform together, following instructions that combine the musical elements. Differentiate between beat/pulse and rhythm. Describe pitch in music as high or low. Repeat a rhythm in the context of a Call and Response.					
<b>New knowledge</b>	<b>Pupils will:</b> Repeat a rhythm on one or two notes on a tuned instrument in the context of a Call and Response.					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Medium term knowledge</b>	Pupils will know the rhythms to the new piece through <u>listening</u> . Pupils will know the style of the music Jazz.	Pupils will know how to hold their instrument correctly and make a controlled sound. Pupils will know how to play the rhythms to the piece on one note through <u>listening</u> .	Pupils will know the meaning of a 4-beat call and response and <u>perform</u> it on their instrument. Pupils will know how to play the rhythms from week 1 and 2 with increased accuracy on their instruments.	Pupils will know the word " <u>improvising</u> " and begin to demonstrate this on their instrument. Pupils will know how to play new notes.	Pupils will know how to <u>improvise</u> with increased confidence, accuracy and control. Pupils will know the full structure of the piece. Pupils will <u>perform</u> together as whole class rehearsal.	Pupils will know how to <u>perform</u> the piece with <u>musicianship</u> . Pupils will know how to <u>improvise</u> and use their <u>listening skills</u> to identify call and response and theme.
<b>Vocabulary</b>	<b>Beat</b>	<b>String Family</b>	<b>Call and Response</b>	<b>Improvising</b>	<b>Rhythm</b>	<b>Rehearsal</b>

**YEAR 3 ADVENT 2: GMGGGF**

<b>Prior Knowledge</b>	<b>Pupils can:</b> Sing collectively at the same pitch. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Clap rhythm notation along with a backing track. Read the symbols for the rhythms: “Walk”, “Running”, “Stride”, and “Sleep” Perform together, following instructions that combine the musical elements. Clap and play a Call and a Response Differentiate between beat/pulse and rhythm. Describe pitch using musical language, such as high and low.					
<b>New knowledge</b>	<b>Pupils will:</b> Be able to read from stave notation – from E to F on a Treble Clef. Be able to read rhythm notation, and associate the correct names for lengths of notes.					
	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Medium term knowledge</b>	Pupils will begin to read basic stave notation.	Pupils will know how to read stave notation.	Pupils will expand their notation reading skills.	All pupils will read from stave notation.	Pupils will understand the difference between C and R and question/answer phrase.	The 6-week project will be brought together where all pupils will <u>perform</u> the piece. Pupils will <u>perform</u> together as a group with control, <u>musicianship</u> , and rhythmic accuracy.
<b>Vocabulary</b>	<b>Crotchet</b>	<b>Quaver</b>	<b>EGBDF</b>	<b>*Stave Notation*</b>	<b>Crotchet</b>	<b>Time Signature</b>

**YEAR 3 LENT 1: Rockin’ Out**

<b>Prior Knowledge</b>	<b>Pupils can:</b> Sing collectively at the same pitch. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Clap rhythm notation along with a backing track. Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements.
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	Clap and play a Call and a Response Differentiate between beat/pulse and rhythm. Be able to read stave notation – from E to F on a Treble Clef.					
New knowledge	<b>Pupils will:</b> Be able to use their skills reading stave notation to play from sheet music. Be able to compose a 4-bar rhythm using the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve).					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Medium term knowledge	Pupils will know how to play the beginning of the new piece.	Whole class will work together on a four-bar group rhythm <u>composition</u> .	Pupils will know how to <u>compose</u> between one and four bars of rhythm notated <u>composition</u> in pairs or small groups.	Pupils will <u>perform</u> and know where to play their <u>compositions</u> in the piece. Pupils will know how to combine rhythmic notation with note letter names.	Pupils will know the structure of the piece and be able to <u>perform</u> together the notated parts with the backing track.	Pupils will know how to <u>perform</u> the piece with <u>musicianship</u> .
Vocabulary	<b>Rock</b>	<b>Composition</b>	<b>Bar (4-4 time)</b>	<b>Stave Notation</b>	<b>Structure</b>	<i>Assess</i>

YEAR 3 LENT 2: Alright	
Prior Knowledge	<b>Pupils can:</b> Sing collectively at the same pitch. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Clap rhythm notation along with a backing track. Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Clap and play a Call and a Response Differentiate between beat/pulse and rhythm. Be able to use their skills reading stave notation to play from sheet music.
New knowledge	<b>Pupils will:</b> Understand the use of Layering and Ostinatos in making music from multiple short ideas. Be able to read and play rests (crotchet and quaver).

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will understand the style of Latin music. Pupils will read rhythm notation for the layering/ostinato section.	Pupils will know how to <u>perform</u> the ostinato/layering section of the piece on their instruments. Pupils will know a crotchet rest.	Pupils will know how to <u>perform</u> the notated part of the first section of the piece from stave notation. Pupils will know a quaver rest.	Pupils will know how to <u>perform</u> the first and second section of the piece with controlled <u>musicianship</u> . Pupils will know the dynamics <i>Piano</i> and <i>forte</i> .	Pupils will know how to <u>perform</u> the whole piece from stave notation with dynamic contrast and <u>musicianship</u> .	Pupils will know how to <u>perform</u> Alright with <u>musicianship</u> .
Vocabulary	<b>Ostinato</b>	<b>Layering</b>	<b>Crotchet rest</b>	<b>Quaver rest</b>	<b>Structure</b>	<i>Assess</i>

YEAR 3 Pentecost 1: Sunshine						
Prior Knowledge	<b>Pupils can:</b> Sing collectively at the same pitch. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Clap rhythm notation along with a backing track. Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Improvise on one or two notes on a tuned instrument. Differentiate between beat/pulse and rhythm. Be able to use their skills reading stave notation to play from sheet music.					
New knowledge	<b>Pupils will:</b> Compose a 4-bar notated rhythm and perform it. Combine Call and Response, Improvisation, and Composition skills in one piece.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

<b>Medium term knowledge</b>	Pupils will know the style Reggae through music <u>listening</u> . Pupils will know how to <u>perform</u> section A and B of the new piece from stave notation.	Pupils will know how to <u>perform</u> sections C and D from stave notation. Pupils will know how to <u>perform</u> sections A, B, C and D together.	Pupils will know the structure of sections E- H. Pupils will know how to apply <u>improvisation</u> and call and response to sections F and G.	Pupils will know how to <u>compose</u> a 4-bar notated rhythm and <u>perform</u> this for section H. Pupils will know how to combine rhythmic notation with note letter names.	Pupils will know the structure of the whole piece. Pupils will know how to <u>perform</u> from stave notation. Pupils will know how to <u>perform</u> the call and response section. Pupils will know how to <u>perform</u> the <u>improvisation</u> section. Pupils will know how to perform <u>composition</u> .	Pupils will know how to <u>perform</u> the whole piece with <u>musicianship</u> . Vocabulary:
<b>Vocabulary</b>	<b>Reggae</b>	<b>Whole bar rest</b>	<b>Composer</b>	<b>Song writer</b>	<b>Composition</b>	<b>Assess</b>

YEAR 3 Pentecost 2: Toca Bonito	
<b>Prior Knowledge</b>	<b>Pupils can:</b> Sing collectively at the same pitch. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Improvise on one or two notes on a tuned instrument. Differentiate between beat/pulse and rhythm. Be able to use their skills reading stave notation to play from sheet music. Improvise on one or two notes.
<b>New knowledge</b>	<b>Pupils will:</b> Perform at least one piece with confidence. Extend their improvisation skills to be able to improvise on multiple notes on a tuned instrument.

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know the style Latin through music <u>listening</u> . Pupils will know how to <u>sing</u> the new lyrics within the new piece. Pupils will know how to clap the syncopated rhythms to the piece along to the lyrics. Pupils will know how to <u>perform</u> the rhythms by ear on one note.	Pupils will know how their chosen skill fits within the middle section of the piece. <u>Composing</u> pupils will know how to <u>compose</u> a 4-bar staff notated rhythm. <u>Improvising</u> pupils will know how to <u>improvise</u> a 4-bar rhythm. Question and answer pupils will know how to <u>compose</u> a 4-bar question-and-answer phrase.	Pupils will know the structure and <u>musicianship</u> required to <u>perform</u> the whole piece. Pupils will know how to rehearse and evaluate their performance.	Pupils will know which of the past <u>performance</u> pieces they will be re-visiting for an end of year summer concert. Pupils will know how to play the piece in full along with their chosen summer concert piece.	Pupils know how to put together a programme for a summer concert <u>performance</u> .	The 6-week project will be brought together where all pupils will <u>perform</u> & <u>Sing the piece</u> in a whole school assembly. Pupils will know how to <u>perform</u> together as a group with control, <u>musicianship</u> , and rhythmic accuracy.
Vocabulary	Syncopation	Question and answer	Improvisation	Rehearse	Programme	Assess