



Y3 music overview 2019-20 *British Folk music; Recorder; Bagpipes&Penny Whistle*

| Musical Activity | Desired Skills | Approaches to Developing Skills | Desired Knowledge and Understanding | Approaches Developing Knowledge and Understanding | Curricula Materials | Assessed through | | |
|------------------|---|--|---|---|--|---|--|--|
| | | | | | | Responding | Creating | Talking |
| | | | | | | Exploring | Notating | |
| Singing | <ul style="list-style-type: none"> Sing audibly with appropriate pitch, tempo, melody Sing following a given manuscript (notation) Sing in two part harmony | <ul style="list-style-type: none"> Class/group tuition with notation | <ul style="list-style-type: none"> Understanding history/origins of British Folk music and dances Understanding how British Folk music depicts cultures of English, Irish, Scottish Understand tradition of recorder music Understand history of bagpipe, penny whistle music | <ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on musical, traveller, big band origins etc and instruments Rehearsal in groups / as a class Performances to class/assemblies Class, then group opportunities to create compositions Chosen piece to present to class for listening with reasons why and a background to piece selected | TERM1: <ul style="list-style-type: none"> British Folk Music (link Morris dancing) video clips Research websites for projects (poster for show) Sound recordings Instruments for group composition (percussion, recorder, violin) Notation cards TERM2: <ul style="list-style-type: none"> Recorder music video clips Instruments for group composition (recorder tutor) Research websites for projects (booklet) Notation cards TERM3: <ul style="list-style-type: none"> Penny Whistle, Bagpipes (link Irish, Scottish dancing) music video clips Instruments for group composition (recorder, percussion, violin) Research websites for projects (?) Notation cards | Most children will be able to... (working at) | Some children will not yet be able to... (working towards) | Some children are confidently able to... (exceeding) |
| Playing | <ul style="list-style-type: none"> Play own composition with confidence Play given manuscript score with confidence Play a variety of instruments to a good level of expertise | <ul style="list-style-type: none"> Class/group tuition with notation, pitch, rhythm, tempo, collaboration | | | | | | |
| Improvising | <ul style="list-style-type: none"> Improvise with a variety of instruments Improvise with voice Improvise with harmonising group | <ul style="list-style-type: none"> Class/group improvisation games | | | | | | |
| Composing | <ul style="list-style-type: none"> Compose own composition following written score Compose after a British Folk music, recorder, Penny whistle, bagpipe style Compose for more than one instrument (including tempo, pitch, rhythm) | <ul style="list-style-type: none"> Class initial tutoring, then group opportunities for composition. | | | | | | |
| Listening | <ul style="list-style-type: none"> Listen to variety of British Folk music, recorder, penny whistle, bagpipe music identifying particular elements Listen to someone else's chosen recording Listen to and critique other compositions | <ul style="list-style-type: none"> Listening element to be part of each lesson | | | | | | |
| SMSC | <ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y3 music curriculum Resolve conflicts and differing opinions should these arise Enjoyment and relaxation music can offer Use of imagination and creativity Reflect on tasks Investigating and offering views on ethical issues in music topics studied Opportunities to and willingness to explore and understand music from a variety of cultural backgrounds | <ul style="list-style-type: none"> Research using given websites and researching finding own | | | | | | |