



Y3 music overview 2023-24

Musical Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Talking
						Exploring	Notating	
Singing	<ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform as a choir in school worship 	<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 	TERM1: British Folk Music	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 and performing	<ul style="list-style-type: none"> Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration): Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Reading notation <ul style="list-style-type: none"> Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<ul style="list-style-type: none"> Class/group tuition with notation, pitch, rhythm, tempo, collaboration 						
Improvising	<ul style="list-style-type: none"> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources 	<ul style="list-style-type: none"> Class/group improvisation games 		<ul style="list-style-type: none"> Rehearsal in groups / as a class Performances to class/worship Class, then group opportunities to create compositions 	TERM2: Recorder Music Graphic Scores			
Composing	<ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values. 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 		<ul style="list-style-type: none"> • Chosen piece to present to class for listening with reasons why and a background to piece selected 	TERM3: Folk Music from Around the World			
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 • Planned for opportunities to enable pupils to work with those of differing backgrounds 						

September 2023