



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 	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 	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"> • Research in pairs or individually according to given briefs wider knowledge of music Y3 curriculum • Enjoyment and relaxation music can offer 	<ul style="list-style-type: none"> • Research using given websites and researching finding own 						
				<ul style="list-style-type: none"> • Rehearsal in groups / as a class • Performances to class/assemblies • Class, then group opportunities to create compositions 	TERM2: <ul style="list-style-type: none"> • Recorder music video clips • Instruments for group composition (recorder tutor) • Research websites for projects (booklet) • Notation cards 			
				<ul style="list-style-type: none"> • Chosen piece to present to class for listening with reasons why and a background to piece selected 	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 			