





## Whinstone Primary School Year 3 Music



### **Music KS2 National Curriculum**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.



### Music Implementation

Music is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

<b>LKS2 Music Implementation – Key Concepts</b>
The Key Concepts of Music at Whinstone are: <ul style="list-style-type: none"> <li>• <b>Listening and appraising</b></li> <li>• <b>Composing</b></li> <li>• <b>Performing</b></li> </ul>

	In Year 3, Music is taught every week using Charanga through the following sequence of topics:					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Year 3	LET YOUR SPIRIT FLY Focus on the historical context of musical styles	GLOCKENSPIEL Stage 1 / CHRISTMAS SONGS FOR PERFORMANCES	THREE LITTLE BIRDS Focus on the reggae style and historical context of other musical styles	DRAGON SONG Focus on funk style and other music from around the world	BRINGING US TOGETHER Focus on disco style and performing in unison	REFLECT, REWIND & REPLAY Consolidate learning from the year

<b>Topic Specific Vocabulary</b>
<i>Rhythm, pulse, verse, chorus, tempo, march, upbeat, timbre, texture, vocals, harmonies, melody, dynamics, note names, reggae, compose, rehearse, improvise, appraise, clef, stave.</i>

These key concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These key concepts and vocabulary will be revisited and repeated throughout a child’s journey of Music at Whinstone.



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Performing	Composing	Listening	Composing	Listening	Listening
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	<b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b>	<b>Listen with attention to detail and recall sounds with increasing aural memory</b>	<b>Use and understand staff and other musical notations</b>	<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>	<b>Develop an understanding of the history of music.</b>
<ul style="list-style-type: none"> <li>• Begin to sing with control of pitch and dynamics.</li> <li>• Sing with awareness of pulse and rhythm.</li> <li>• Select instruments to describe visual images.</li> <li>• Play simple accompaniments with control and accuracy.</li> <li>• Perform collaboratively with a sense of occasion and precision</li> </ul>	<ul style="list-style-type: none"> <li>• Create textures by combining sounds in different ways</li> <li>• Create music that describes contrasting moods/emotions.</li> <li>• Create an accompaniment to known and unknown songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to hear simple structures in short pieces.</li> <li>• Begin to identify instruments from different orchestral families.</li> <li>• Identify specific instruments from the orchestra in short pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Make their own symbols for notation as part of a class score.</li> <li>• Begin to learn simple notation, e.g. crotchet, minim, quaver, semibreve.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how music can reflect different intentions</li> <li>• Recognise excerpts of famous pieces of music from a range of composers</li> <li>• Understand that music can be performed in different ways and in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to learn about the different eras in music</li> <li>• Use seasonal and music to support topics to introduce children to different genres and composers</li> <li>• Gain an understanding about the history and development of music through learning about instruments</li> </ul>



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### Music Impact

At the end of each topic, teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
Performing	Sing with an awareness of melody, pulse and rhythm
Listening	Identify common musical instruments of the orchestra
Listening and Performing	Recall simple melodic and rhythmic patterns
Performing	Play simple accompaniments with control and accuracy
Composing	Create own accompaniments with control, accuracy and a sense of tempo
Composing	Recognise simple notation and create own method of notation
Listening	Recognise how music can reflect different intentions