

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10



Year 3	Music Long Term Overview					
	Autumn 1 Genre: R&B	Autumn 2 Genre: R&B	Spring 1 Genre: Contemporary classical	Spring 2 Genre: Contemporary classical	Summer 1 Genre: Romantic	Summer 2 Genre: Romantic
Unit of work Driving Question	How does music bring us closer together? Composing: Compose using symbols and note names	What stories does music tell us about the past? Composing: Stone Age soundscape	How does music help us to get to know our community? Instrument: Recorder Composing: Egyptian river music		Composing: Using the notes F,G,C,D,A in 4/4 time Instrument: Recorder Social theme: How does music connect us with our planet? Composing: Musical motifs to describe a Roman scene	
Composer Study:	Composer study: Beyonce	Composer study: Beyonce	Composer study: John Williams		Composer study: Richard Wagner	
Values	Friendship and Love		Respect and responsibility		Perseverance and Hope	
Link to NC programme of study	Pupils should be taught to: <ul style="list-style-type: none"> • 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. 					

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What we need to know Red Hill Riches	To know some of the stylistic features of R&B music. To know how to find the pulse.	To know what a musical stave is To know what a treble clef is	To know the fingering for B and A on the recorder. To know where the notes B and A are on the stave.	To know the fingering for G on the recorder To know where the notes G is on the stave. To know what a minim is.	To know the fingering for C and D on the recorder To know where the notes C and D are on the stave.	To know some of the stylistic features of Romantic music To know what an introduction, verse and chorus is.
Links to prior knowledge (footprints)	Year 2- Duke Ellington-Jazz		Year 2-Hans Zimmer-Film music		Year 1- Saint-Saëns-Romantic Year 2-Edward Elgar-Romantic	
Vocabulary	Previous Year's plus... Tempo Timbre Forte Piano Staff notation Allegro Adagio Stave Lines Spaces Clef Unison					
Disciplinary Knowledge Musicianship: Understanding Music	<ul style="list-style-type: none"> • Introduce the stave, lines and spaces, and clef • Apply word chants to rhythms, understanding how to link each syllable to one musical note. 					

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<p>Disciplinary Knowledge Listening</p>	<ul style="list-style-type: none"> • Use the terms: pitch, pulse, dynamics, rhythm confidently. • Begin to recognise and describe changes in tempo and timbre. • Identify more instruments by the sound that they make. • Begin to think about what the words of a song mean. •
<p>Disciplinary Knowledge Singing</p>	<ul style="list-style-type: none"> • Demonstrate good singing posture • Sing a wide range of unison songs of varying styles and structures • Sing with awareness of following the beat • Sing with attention to clear diction • Sing expressively, with attention to the meaning of the words • Sing in unison • Understand and follow the leader or conductor • Copy back simple melodic phrases using the voice • Perform forte and piano (loud and soft) • Perform actions confidently and in time to a range of action songs.
<p>Disciplinary Knowledge Performing</p>	<ul style="list-style-type: none"> • Perform in school assemblies. • Play tuned percussion or a melodic instrument following staff notation using up to three notes as a whole class or in small groups. • Copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow) • Play and sing with an awareness of the pulse.
<p>Disciplinary Knowledge Composing</p>	<p>Small groups</p> <ul style="list-style-type: none"> • Compose in response to different stimuli (e.g. stories, poetry, images) • Compose music that has a beginning, middle and an end. • Help to plan and create at least one simple melody using three notes, using dot notation to show higher and lower pitch, • Combine rhythmic notation with letter names. • Compose song accompaniments on untuned percussion using known rhythms and note values. (crotchets and minims) • Make musical decisions about pulse, rhythm, pitch, dynamics and tempo. <p>Improvisation</p> <ul style="list-style-type: none"> • Improvise using voices, tuned and untuned percussion using up to three notes.