

Knowledge & Skills – Year 3

Unit	1	2	3	4	5	6
Title	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music; look back and consolidate your learning; learn some of the language of music

Instrumental Parts						
Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F, G, A, B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	
Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	C + sometimes D	n/a	C + sometimes D	G + sometimes A	C + sometimes A	
Gold	C + D	n/a	C + D	G + A	C + A	

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Improvisation						
Bronze Challenge 1	Sing and Copy Back Listen and sing back	Improvise using the note D	Sing and Copy Back Listen and sing back	Improvise Challenge 1 Listen and copy back using the notes G, A + B	Sing and Copy Back Listen and sing back	Revise existing
Bronze Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one note: C		Play and Improvise Using your instruments, listen and play your own answer using one note: C	n/a	Play and Improvise Using your instruments, listen and play your own answer using one note: C	
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: C		Improvise! Take it in turns to improvise using one note: C	n/a	Improvise! Take it in turns to improvise using one note: C	
Silver Challenge 1	Sing, Play and Copy Back Listen and copy back using instruments and one note: C		Sing, Play and Copy Back Listen and copy back using instruments and one note: C	Improvise Challenge 2 Using your instruments, listen and play your own answer using any of these notes: G, A or B	Sing, Play and Copy Back Listen and copy back using instruments, one note: C	
Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D		Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	n/a	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes A	
Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D		Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	n/a	Improvise! Take it in turns to improvise using one or two notes: C and sometimes A	

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Improvisation, continued						
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C and D	Improvise using the notes D E F	Sing, Play and Copy Back Listen and copy back using two notes: C and D	Improvise Challenge 3 Take it in turns to improvise using all or any of these notes: G, A and B	Sing, Play and Copy Back Listen and copy back using two notes: C and A	Revise existing
Gold Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	n/a	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	n/a	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and A	
Gold Challenge 3	Improvise! Take it in turns to improvise using two notes: C and D	n/a	Improvise! Take it in turns to improvise using two notes: C and D	n/a	Improvise! Take it in turns to improvise using two notes: C and A	
Composition						
Starting notes	C	D or E	C	G + A	C + A	Revise existing
Easy option	C, D + E	D + E	C, D + E	G, A + B	C, A + G	
Harder option	C, D, E, F + G	D + E	C, D, E, G + A	D, E, G, A + B	C, D, E, G + A	

Supporting Songs and Styles

1	2	3	4	5	6
<p>Let Your Spirit Fly by Joanna Mangona</p> <p>RnB</p> <p>Please choose your own song/piece here</p> <p>Colonel Bogey March by Kenneth Alford (Film)</p> <p>Consider Yourself from the musical 'Oliver!' (Musicals)</p> <p>Ain't No Mountain High Enough by Marvin Gaye (Motown)</p> <p>You're The First, The Last, My Everything by Barry White (Soul)</p>	<p>Glockenspiel Stage 1</p> <p>Mixed styles</p> <p>Easy E</p> <p>Strictly D</p> <p>Drive</p> <p>D-E-F-initely</p> <p>Roundabout</p> <p>March of the Golden Guards</p> <p>Portsmouth</p>	<p>Three Little Birds by Bob Marley</p> <p>Reggae</p> <p>Jamming by Bob Marley</p> <p>Small People by Ziggy Marley</p> <p>54-56 Was My Number by Toots and The Maytals</p> <p>Ram Goat Liver by Pluto Shervington</p> <p>Our Day Will Come by Amy Winehouse</p>	<p>The Dragon Song by Joanna Mangona and Pete Readman</p> <p>A Pop song that tells a story</p> <p>Birdsong – Chinese Folk Music</p> <p>Vaishnava Java – A Hindu Song</p> <p>A Turkish Traditional Tune</p> <p>Aitutaki Drum Dance from Polynesia</p> <p>Zebaidir Song from Sudan</p>	<p>Bringing Us Together by Joanna Mangona and Pete Readman</p> <p>Disco</p> <p>Good Times by Nile Rodgers</p> <p>Ain't Nobody by Chaka Khan</p> <p>We Are Family by Sister Sledge</p> <p>Ain't No Stopping Us Now by McFadden and Whitehead</p> <p>Car Wash by Rose Royce</p>	<p>Reflect, Rewind and Replay</p> <p>Classical</p> <p>L'Homme Arme by Robert Morton – Early Music</p> <p>Les Tricoteuses (The Knitters) – Baroque</p> <p>The Clock: Il Andante by Franz Joseph Haydn – Classical</p> <p>Piano Concerto: Allegro Maestoso (Tempo Giusto) by Franz Liszt – Romantic</p> <p>Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century</p> <p>Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary</p>

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music.

Musical Activities: Games

Knowledge	Skills
<ul style="list-style-type: none"> ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups

Musical Activities: Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you must warm up your voice 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing.

Musical Activities: Playing Instruments

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader.

Musical Activities: Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> ● Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.

Musical Activities: Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.