| **AUTUMN** | **SPRING** | **SUMMER** |
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| **AUTUMN 1**  Ongoing (listening activities):  *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music, e.g. identify chorus I can listen to other people perform with increasing discernment saying what I like and dislike about the piece.*  **Pulse and rhythm activities:**  Learn ‘Apple Tree’ and pass an apple around the circle to the pulse. Learn the solfege hand signs to show the pitch of the notes of the song.  *I can differentiate between pulse and rhythm*  *I can create and perform simple melodies using two tones*  Ta/Titi/Sh/Ta-2 using claves to tap the rhythms. Improvise these to a 4 beat pattern.  Make up rhythm patterns to a 4 beat pulse. Can we put words to them?  *I can improvise a rhythm over a steady pulse*  **Revise songs we know**: Up the Ladder, O Susanna (tapping the pulse).  *I can sing with an awareness of pitch and phrase, following the shape of melody*  **Partner work**: Simple Kodaly songs with easy patterns.  *I can sing songs with a more complicated texture e.g. partner songs and 2 part rounds*  **Florence Price (BBC Ten Pieces)**:  -Listen and reflect on a piece of orchestral music (by Florence Price)- Symphony No 1 in E Minor, mvt 3- Juba Dance.  -Listen with attention to detail and recall sounds with increasing aural memory.  Learn the ‘Hambone’ rhythm pattern and chant. Listen to ‘Juba Dance’ again and show how each phrase is 16 beats long. In a circle, walk the 16 beats one way along to the music, then change direction. Add improvisation.  *I can keep a steady pulse; I can differentiate between pulse and rhythm*  Talk about the different sections of the orchestra, looking at an orchestral map.  *I can identify families of instruments*  **AUTUMN 2**  Introduce Vivaldi and discuss him as a trailblazer. **Watch the full orchestral performance on BBC Ten Pieces** and afterwards, ask pupils if they can guess what season is being described. Talk about the family of instruments in the orchestra.  *I can identify families of instruments*  Show words from the Winter sonnet, believed to have been written by Vivaldi. Give each group some words to put music to (composition).  *I can choose sounds to represent ideas*  Focus on the ‘dripping icicles’ theme (a repeated note) and explore this using chime bars on note F. Then add untuned percussion.  Show a performance of Winter by Cynthia Freivogel and then Nigel Kennedy. How are the performances different?  *I can listen to short extracts commentating on aspects of the music*  Explore how we could compose our own version of Winter, following a similar format (Ritornello’).  *I can choose sounds to represent ideas*  Explore the other seasons in the set of four movements, comparing how Vivaldi depicts each season with his music. Complete with untuned instruments. *I can listen to short extracts commentating on aspects of the music*  Christmas Nativity | **SPRING 1**  Ongoing (listening activities):  *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music, e.g. identify chorus I can listen to other people perform with increasing discernment saying what I like and dislike about the piece.*  Watch performances of various Country Music artists (Dolly Parton, Katy Musgrave, Garth Brooks).  *I can listen to short extracts commentating on aspects of the music, e.g. the genre*  Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4  (crotchet, two quavers, minim, dotted minim, semibreve)  *I can recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms*  Learn to play the chime bar accompaniments to ‘Home is Where the Heart is’.  *I can perform as part of a team*  In pairs, have a go at the improvisation section for ‘Home is Where the Heart is’: improvise to a backing track, using the notes CDEFG  *I can choose and order sounds and patterns*  Learn about the Pentatonic scale with the song ‘Chinese New Year’  *I can show an understanding of scales in my compositions and performances, e.g. pentatonic*  **SPRING 2** | **SUMMER 1**  Ongoing (listening activities):  *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music, e.g. identify chorus I can listen to other people perform with increasing discernment saying what I like and dislike about the piece.* |

**KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)**

| **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
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| **AUTUMN 1**  Know the name Florence Price and give one reason why she was a trailblazer.  Know that an orchestra is made up of sections and name at least 2 – strings, brass, percussion or woodwind.  Know the term improvisation and give an example of when they have used it.  Be able to comment or ask a question about a known piece of music  Be able to identify a piece of known music as gospel music  **AUTUMN 2**  Know Vivaldi composed the 4 seasons.  Be able to represent a ‘Winter’ sound on an untuned percussion instrument.  Compare two performances of the same piece of music using descriptive vocabulary, such as fast/slow, high/low, and describing the instruments used. |  |  |

| **Children working at below Age Related Expectations in HISTORY at the end of Year 3:** |
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