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| **AUTUMN** | **SPRING** | **SUMMER** |
| **AUTUMN 1**  Ongoing (listening activities):  *I can listen to short extracts commentating on aspects of the music, e.g. the genre; I can be a good audience member, showing willingness to listen, concentrate and respond I can listen and comment on music from different historical periods, displaying increasing understanding of the factors that have influenced the development of different genres over time e.g. role of the slave trade in bringing African rhythms to the west.*  **Pulse and rhythm activities**:  Revision of the meaning of Pulse and Rhythm. Demonstrate with songs we know- Cobbler Cobbler, Apple Tree.  *I can differentiate between pulse and rhythm*  Bubble Gum (using body percussion then claves to tap the pattern/thinking voices/as a canon).  *I can use internalization (the thinking voice) with accuracy and control*  **Review a short history of the slave trade**, from W Africa to the Americas. Watch a clip from ‘Sister Act 2’- showing the progression of genres through one performance, from hymn to Gospel, R&B and rap. Learn to sing Joyful Joyful (Charanga).  *I can identify or suggest purposes for musical extracts*  **Learn** some simple spirituals and sing ‘Gospel Medley’ as a round.  **AUTUMN 2**  Christmas boomwhacker/ untuned percussion activities. | **SPRING 1**  Ongoing (listening activities):  *I can listen to short extracts commentating on aspects of the music, e.g. the genre; I can be a good audience member, showing willingness to listen, concentrate and respond I can listen and comment on music from different historical periods, displaying increasing understanding of the factors that have influenced the development of different genres over time*  -Rhythm practice: Ta/titi/sh/ta-2/ ta-2-3/ta-2-3-4  *I can recognise crotchets, crotchet rests, quavers, minims and semibreves.*  Chn listen to an excerpt from ‘In the Hall of the Mountain King’ first. What pictures are in their heads when they hear the music?  *I can describe music and express my feelings about the mood of music through words or pictures*  As a class, write out the rhythm pattern for the main theme.  *I can recognise and use simple staff notation*  Recap the sections of the orchestra and freeze the video of the performance of In the Hall of the Mountain King to show the different instruments.  *I can identify families of instruments in the orchestra*  Talk about the period of Music around the time of Grieg’s life (Romantic Period). Give examples of this type of music (some programme, some overly thick in texture).  *I can listen to short extracts commentating on aspects of the music, e.g. the genre*  Listen to excerpts of different genres of music, which use the theme motif from ITHOTMK.  *I can compare music of contrasting styles and genres using appropriate vocabulary*  Compose a short motif, based on the rhythm pattern of the ITHOTMK theme, using notes DEFGA on chime bars.  Lunar New Year work:  Children make up their own pentatonic tune, using CDEGA notes. see ‘Dragon Scales’ from Music Express, Bk 3  *I can plan a composition, alone or in a group, and monitor its development* |  |

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

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| **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **AUTUMN 1**  Know that hymn and gospel music followed the progressive movement of to rap and R&B which originated from the slave trade  Be able to identify a piece of music as gospel music  Know a cannon is a piece of music where a melody is played then imitated after a short delay.  Know a round is a piece of music where the same melody repeated after a short delay  Know the term body percussion and know that it is used to accompany music.  **AUTUMN 2** | **SPRING 1**  Write out the rhythm pattern for the main theme from In The Hall of the Mountain King using rhythm notation.  Explain what Programme Music is.  Name the families of instruments from the orchestra and at least two instruments in each family. |  |

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