



Jerry Clay Academy Subject Unit Overview

Subject Unit Overview Subject: Music Year Group: 3 Term: Autumn 1

Musical Spotlight Theme: Developing notation skills
Social theme – How does music bring us closer together?

The Elements of Music that build and deepen over time

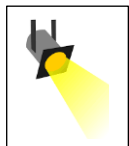
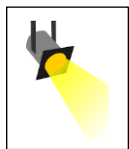
As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

Musical Elements



Pulse/Beat/Metre	Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.
Rhythm	Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.
Pitch (Melody)	Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation. Learn to rehearse and play a melodic instrumental part by ear or from notation. Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C. Identify the scales of: C major G major F major Identify if a scale is major or minor. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Explore and play by ear or from notation: • 5-note scale • Pentatonic scale
Tempo	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.
Dynamics	Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.
Timbre	Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.
Texture	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments. Listen to the accompaniment to a song. Identify large numbers of people playing and singing. Listen out for solo players.

Differentiation

Use the options in the lessons adapt to the needs of the children you are teaching. In most cases, these will be students you probably already know very well from a holistic, learning perspective. Therefore, with these supporting materials and your existing teaching skills, you should be able to deliver any Charanga music lesson in a way that caters appropriately for the diversity in your classroom.



Year 3 Musical Progression Guide (to use with the Assessment Guide)

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1: How Does Music Bring Us Closer Together?

Musicianship: Understanding Music				Musicianship: Improve Together - Activity 1				
Tempo: 100bpm Time Signature: 4/4 Key Signature: G major		Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, A, B		Tempo: 104bpm Time Signature: 2/4		Key Signature: C major Improvise section using: C, D, E, G, A		
Songs	Instrumental Notes				Improvising		Composing	
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
Home Is Where The Heart Is (Glockenspiel) 4/4, C major, 140bpm	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, D, E, F, G, A, B (Minims, crotchets)	C, D (Crotchets)	C, D, E	C, D, E, F, G	C, D, E	C, D, E, F, G
(Recorder)	C, D, E, F, G, A, B (Semibreves, crotchets, quavers)	C, F, G, A, B (Semibreves, crotchets, quavers)	C, F, G, A, B (Minims, crotchets)	F, G, A (Crotchets)				
Let's Work It Out Together (Glockenspiel) 4/4, C major, 144bpm	C, D, E, F, G, A (Minims, crotchets, quavers)	C, D, E, F, G, A (Minims, crotchets, quavers)	C, E, F, G, A (Minims, crotchets)	C (Crotchets)	N/A		C, D, E	C, D, E, G, A
(Recorder)	C, D, E, F, G, A (Minims, crotchets, quavers)	E, F, G, A, C (Minims, crotchets, quavers)	E, G, A, C (Minims, crotchets)	G (Crotchets)				
Please Be Kind	N/A		N/A	N/A				

Musical Styles

Year 3 Unit 1 - How Does Music Bring Us Close Together?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Home Is Where The Heart Is	Joanna Mangona	Country	2020/21
2	Hallelujah Chorus From Messiah	George Frideric Handel	Baroque	1741
3	Let's Work It Out Together	Joanna Mangona and Pete Readman	Pop	2020/21
4	The Loco-Motion	Gerry Goffin and Carole King, with Little Eva	Pop	1962
5	Please Be Kind	Joanna Mangona	Pop	2020/21



Jerry Clay Academy Subject Unit Overview

Subject: Music Year Group: 4 Term: Autumn 1

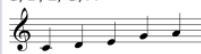
Musical Spotlight Theme: Developing notation skills
Social theme – How does music bring us closer together?

Core Learning of This Unit:

Understanding Music

Tempo:	Andante — At a walking pace (100 bpm)
Time Signature:	4/4 — there are four crotchet beats in a bar
Key Signature:	G major — there is one sharp in the key signature (#)
Rhythmic patterns using:	Minims, crotchets and quavers

Improvise Together

Time Signature:	2/4
Key Signature:	C major
Notes:	C, D, E, G, A 

Singing in 2 parts.

Perform one of the differentiated instrumental parts with the song using 5, 6 or 7 notes.

Improvise using up to 3 or five notes

Compose a simple melody on the melody using three or five notes on the Compose with the song app.

3 — Perform & Share

Decide how to perform the piece. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

Year 3 introduces notation more formally. Just as we can talk and understand words before we read them, we sing, play, improvise and compose before we learn to read music or have an understanding of its language

The children have learnt that rhythm and pitch can be represented in many ways graphically, but now is the time to start using notation. This is a formal representation, how we write music down. The Understanding Music activity introduces all of these concepts and features. There are supporting theory videos and documents to

Prior Learning:

- Pupils have been taught to:
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum

Statements: Key stage 2

- 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

Key Vocabulary:

Pulse/beat, rhythm, pitch, melody/tune, ostinato, unison, improvisation, perform, compose, conductor
Untuned percussion, claves, tambourine, maracas, cabasa, guiro, drum, cymbal, tulip block, wood block,
Tuned percussion – xylophone, chime bars, glockenspiel, Call and response,
Loud/soft, long/short, body percussion