

Year Group: Year 3		
<b>Focus Songs</b>	Let Your Spirit Fly, Three Little Birds, The Dragon Song, Bringing Us Together.	
<b>Genres Covered</b>	RnB, Reggae, pop, Disco, classical.	
<b>Key Musicians/ Composers</b>		
<b>Keywords</b>	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	
<b>Instruments</b>	Percussion instruments including tambourines, triangles, drums, maracas. Djembe drums. (Lucy)	
	<u>Knowledge</u>	<u>Skill</u>
<b><u>Listen and Appraise</u></b>	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>o Its lyrics: what the song is about</li> <li>o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>To listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
<b><u>Singing</u></b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To have an awareness of the pulse internally when singing.</li> </ul>
<b><u>Improvisation</u></b>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> </ul>	<ul style="list-style-type: none"> <li>To be able to more confidently improvise with claps, singing and using instruments.</li> </ul>

	<ul style="list-style-type: none"> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	
<b><u>Composition</u></b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● To help create at least one simple melody using one, three or five different notes.</li> <li>● To plan and create a section of music that can be performed within the context of the unit song.</li> <li>● To talk about how it was created.</li> <li>● To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<b><u>Performance</u></b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
<b><u>Transcribe</u></b>	<ul style="list-style-type: none"> <li>● To understand that symbols can be used to show musicians when to play and rest.</li> <li>● Begin to understand how notes are used when reading music.</li> </ul>	<ul style="list-style-type: none"> <li>● To devise non-standard symbols to indicate when to play and rest.</li> <li>● To recognise the notes EGBDF and FACE on the musical staff.</li> </ul>