

Monks Coppenhall Academy – Year 3 Music Curriculum



	Overview	Singing/Songs	Objectives
Autumn 1	<p><u>How does music bring us together?</u> Experiencing music, songs from a range of styles and genres. Introduction to the Ukulele – open string play-a-longs</p>	<p><u>Songs</u> Selection of songs taken from Charanga or other suitable sources about coming together and making the world a better place.</p>	<p>Sing a song with style and structure with a pitch range of do-so/C-F, tunefully and with expression. Able to perform forte and piano, loud and soft. (S) Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. (S) Perform actions confidently and in time to a range of action songs. (S) Developing knowledge of the musical structure of songs including instrument voices, basic dynamics and stylistic expression. (L) Develop facility in the basics skills of playing an instrument over a sustained period of time. (M)</p>
Autumn 2	<p><u>Songs through time</u> Experiencing music, songs from a range of genres and time periods. Continuation on the Ukulele – open string play-a-long and learning the chord C & F.</p>	<p><u>Songs</u> Selection of songs taken from Charanga or other suitable sources about what music tells us about our past.</p> <p>During December, listen to a range of carols (whilst observing religious practices).</p>	<p>Continue to develop singing songs with style and structure with a pitch range of do-so, tunefully and with expression. Able to perform forte and piano, loud and soft. (S) Begin to improvise simple notation on the Ukulele using a small range in small groups or as a class. (M) To start to identify static and moving parts of the instrument. (M) Introduce the ‘Staff’ including lines and spaces and Clefs. Use dot notation to indicate low and high pitch. (M)</p>

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<p>Spring 1</p>	<p><u>Using your imagination</u> Extending our musical knowledge including terminology. Building on prior knowledge, developing skills learnt on the Ukulele continuing to foster the skills needed to play chords C, F & G including transitions between chords.</p>	<p><u>Songs</u> Selection of songs taken from Charanga or other suitable sources about what makes the world a better place.</p>	<p>Using and building upon existing musical skills to begin to learn to play chords stringed instrument Improvise on a limited range of notes on the Ukulele making use of musical features – dynamics, tempo, starting the develop call & response, question and answer phrasing, echo (M) Developing an understanding of quavers, paired quavers & crotchets, with note pitch names. Start to sing and play these phrases as compositions. (M) Continue to sing a broad range of unison, partner songs. (S)</p>
<p>Spring 2</p>	<p><u>Us in our community</u> Start to improvise our own tunes on the Ukulele continuing to develop the skills needed to play chords C, F & G including transitions between chords. Start to learn songs for the performance (singing and playing) Develop the appreciation of a range of songs and styles.</p>	<p><u>Songs</u> Selection of songs taken from Charanga or other suitable sources about us in our community.</p>	<p>Develop skills for practising to improve their playing (M) Begin to make compositional decisions on improvisations (M) Read and perform tabular notation within a range (M) Apply word chants to rhythms, understanding how to link syllable to notes. (M) Whilst learning songs to perform, maintain individual parts adequately within the rhythmic texture, achieving a sense of ensemble (M)</p>

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<p>Summer 1</p>	<p><u>Music makes a difference in everyday life</u> Start to show critical appreciation of a range of songs and styles. Continuing to develop skills on the Ukulele. Rehearsing and perform chosen songs to parents.</p>	<p><u>Songs</u> Selection of songs taken from Charanga or other suitable sources understanding how music makes a difference in everyday life.</p>	<p>Start to show a critical understanding of music using correct terminology to describe aspects of the song. (S) Read and follow a score for the songs chosen. (M) Perform a couple of songs to parents inclusive of singing and playing Ukulele. (S)</p>
<p>Summer 2</p>	<p>Using technology to compose a soundscape to accompany storytelling. (Chrome music lab) Start to show personal appreciation of a range of songs and styles.</p>	<p><u>Songs</u> Selection of songs taken from Charanga or other suitable sources about us in our community.</p>	<p>Perform a range of songs in assemblies. (S) Explore developing knowledge and understanding of music pictorially composing music to create a specific mood and record ideas using graphic symbols and rhythm notation. Record using technology (M)</p>