



Halsall St Cuthbert's CE Primary School Music



Our bespoke curriculum contains the following Golden threads:

- Environment & Locality
- Equality & Diversity
- Expression & Confidence

Year 3

Topic: Recorders

<https://www.lancashiremusichub.co.uk/c/1314439-instruments/1369791-courses-and-units/131959-recorder-course>

Objectives

- NC play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Begin use and understand staff and other musical notations
- To play as part of an ensemble

Key Vocabulary

Enrichment Opportunities

Recorders, notes, stave

Children should be given an opportunity to perform for a real audience.

Values

End Outcomes and assessment

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

- I can hold and play the recorder properly
- I can play notes and simple tunes on the recorder.
- I can follow simple notes on a stave whilst I play

Year 3

Topic: BBC 10 pieces "Lark Ascending"

<https://www.bbc.co.uk/teach/ten-pieces/articles/zb2jrj6>

Objectives

- NC To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To listen with attention to detail and recall sounds with increasing aural memory
- To begin to understand music from another period in history. "Lark Ascending" composed by Vaughan Williams
- To watch and appraise a performance from the BBC Philharmonic and violin soloist Nicola Benedetti

Key Vocabulary

Coda, tune, pitched and unpitched percussion, Pulse, rhythm, pitch, tempo and dynamics

Enrichment Opportunities

Art opportunities, biography, live performances

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I can listen and reflect on a piece of orchestral music
- I can invent their own musical motifs and structure them into a piece
- I perform as an ensemble
- I can use musical language appropriate to the task

Year 3

Topic: "Stop!" Anti-bullying Rap Charanga Unit

Objectives

- NC play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To listen and appraise "Stop" an anti-bullying rap
- To learn the background to rap music
- learn and build on your knowledge and understanding about the interrelated dimensions of music
- To compose own rap song
- To perform for an audience

Key Vocabulary

Rap, beat, rhythm, lyrics, compose, compositions

Enrichment Opportunities

Perform for a real audience in assembly

Values

Environment & Locality:

Equality & Diversity: to know how rap music was influenced by identity, to tell a story

Expression & Confidence:

End Outcomes and assessment

- I can appraise a rap song
- I can write my own words to fit a rap backing track
- I can perform to an audience

Year 3

Topic: Boom Whackers Composition skills Graphic score

Objectives

- NC 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 □ use and understand staff and other musical notations
- To continue to develop an understanding of graphic score
- To play the percussion instrument (boom whackers) in an ensemble

Key Vocabulary

Graphic score, stave, percussion, boom whackers, Pulse, rhythm, pitch, tempo and dynamics

Enrichment Opportunities

Performance opportunities.

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I can play the percussion instrument (boom whacker) with confidence in an ensemble
- I show an understanding of a simple graphic score

Year 3

Topic: "Mamma Mia" Singing Charanga Unit

<https://www.lancashiremusichub.co.uk/scheme/1312062-year-4/1312291-mamma-mia>

Objectives

- NC play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.
- Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.
- Find the pulse whilst listening and identify changes in tempo, dynamics and texture.
- Play the glockenspiel along with a familiar song

Key Vocabulary

Vocal warm-ups, Structure, intro, verse, bridge, chorus, tempo, dynamics and texture.

Enrichment Opportunities

Performance opportunities for a real audience

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I recognise the style and structure of a song "Mamma Mia!"
- I can play a glockenspiel along to a song
- I can sing along with the song

Year 3

Topic: Classical music unit Bach and Beethoven

Objectives

- NC develop an understanding of the history of music. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- To become familiar with two composers: Bach and Beethoven
- To listen and appraise classical pieces
- Recognise one familiar piece from each composer

Key Vocabulary

Composer, classical pieces, musical structures

Enrichment Opportunities

Biographies, displays, live performances

Values

Environment & Locality:

Equality & Diversity: understand the background of the 2 composers

Expression & Confidence:

End Outcomes and assessment

- I know the names of 2 classical composers: Bach and Beethoven
- I can recognise one piece of music from each composer