

## Music Curriculum Overview - Year 3

	Unit	Details
Autumn One	I've Been to Harlem	Pupils <b>compose</b> a pentatonic ostinato. Pupils <b>sing</b> a call-and-response song in groups, holding long notes confidently. Pupils <b>perform</b> and play melodic and rhythmic accompaniments to a song. Pupils <b>listen</b> and identify where notes in the melody of the song go down and up.
Autumn Two	Nao chariya de - Mingulay Boat Song Sound Symmetry	Through a wider range of <b>listening</b> , pupils begin to develop an understanding and appreciation of music from different musical traditions. Pupils identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. Pupils begin to understand that a folk song is music that belongs to the people of a particular place. Pupils <b>compose</b> a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Pupils <b>sing</b> by <b>composing</b> and improvising simple melodies and rhythms and identify how the pitch and melody of a song has been developed using symmetry.
Spring One	Latin Dance	Pupils <b>compose</b> a 4-beat rhythm pattern to play during the instrumental sections. Pupils <b>sing</b> syncopated rhythms and recognise a verse, chorus and structure. Pupils <b>perform</b> and play a one note part contributing to chords accompanying the verses. Pupils <b>listen</b> to music from Cuba and describe features using music vocabulary. Pupils <b>compose</b> / invent a drone accompaniment for a song and pupils accompany themselves singing a call-and-response song with a drone.
Spring Two	March from The Nutcracker From a Railway Carriage	Pupils begin to develop active <b>listening</b> skills by responding to musical themes through movement. Pupils begin to understand the structure of rondo form (A-B-A-C-A) and develop a sense of beat and rhythmic pattern through movement. Pupils experience call-and-response patterns through moving with a partner and <b>compose</b> / improvise and explore a variety of ways in which words can be used to create music. Pupils create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect. Pupils <b>listen</b> to pieces of music that have cleverly combined words and music and compare how different composers have approached it.
Summer One	Just 3 Notes Samba with Sergio	Pupils <b>compose</b> simple patterns using rhythms and notes C-D-E. Pupils <b>compose</b> music, structuring short ideas into a bigger piece. Pupils begin to notate, read, and follow a 'score' and recognise and copy rhythms and pitches C-D-E. Pupils <b>perform</b> call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments. Pupils <b>perform</b> vocal percussion as part of a group. Pupils move in time with the beat of music and talk about what has been learnt about Brazil and Carnival
Summer Two	Fly With the Stars	Pupils improvise ('doodle') on-the-spot phrases using A minor and C major triads. Pupils <b>compose</b> rising and falling question-and-answer phrases using mi-re-do (m-r-d). Pupils <b>sing</b> the syncopated melody confidently and with a sense of style. Pupils <b>listen</b> and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d. Pupils create and <b>perform</b> rhythmic accompaniments based around arpeggios and crotchet, quaver durations.

