

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Penny Whistle Teacher's Guidance: taken from 'A Common Approach' Document | | | | | |
| M u s i c | <p>A. listening and internalising including: i listening to music with concentration in and out of lessons, building on their experiences ii having a clear aural perception of the music to be played</p> <p>B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing</p> <p>C. creating, developing and interpreting musical ideas including: i improvising expressively</p> <p>D. playing music including: i working out how to play music by ear</p> <p>E. playing music with others including: i listening, watching, responding and leading</p> <p>F. performing and communicating including: i interpreting and communicating the character of the music</p> | <p>A. listening and internalising including: ii having a clear aural perception of the music to be played v making links between sound and symbols when using notation</p> <p>B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing</p> <p>C. creating, developing and interpreting musical ideas including: i improvising expressively</p> <p>D. playing music including: ii repeating musical patterns and phrases accurately from memory</p> <p>E. playing music with others including: i listening, watching, responding and leading</p> <p>F. performing and communicating including: ii evaluating their performances and making improvements</p> | <p>A. listening and internalising including: iii recognising and discriminating between the musical elements of pulse, pitch, rhythm, tempo, dynamics, texture, and tone colour v making links between sound and symbols when using notation</p> <p>B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing</p> <p>C. creating, developing and interpreting musical ideas including: ii applying their instrumental skills in composing</p> <p>D. playing music including: i working out how to play music by ear ii repeating musical patterns and phrases accurately from memory</p> <p>E. playing music with others including: ii contributing to collective decisions, including interpretation</p> <p>F. performing and communicating including: i interpreting and communicating the character of the music</p> | <p>A. listening and internalising including: iii recognising and discriminating between the musical elements of pulse, pitch, rhythm, tempo, dynamics, texture, and tone colour v making links between sound and symbols when using notation</p> <p>B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation vi finger technique</p> <p>C. creating, developing and interpreting musical ideas including: ii applying their instrumental skills in composing</p> <p>D. playing music including: iii playing pieces in a variety of styles with fluency, expression and understanding</p> <p>E. playing music with others including: ii contributing to collective decisions, including interpretation</p> <p>F. performing and communicating including: ii evaluating their performances and making improvements</p> | <p>A. listening and internalising including: iv recognise and convey in their playing simple rhythmic and melodic patterns, e.g. repetition of main tune v making links between sound and symbols when using notation</p> <p>B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation vi finger technique</p> <p>C. creating, developing and interpreting musical ideas including: iii interpreting music, developing a personal response</p> <p>D. playing music including: iii playing pieces in a variety of styles with fluency, expression and understanding</p> <p>E. playing music with others including: i listening, watching, responding and leading ii contributing to collective decisions, including interpretation</p> <p>F. performing and communicating including: i interpreting and communicating the character of the music</p> | <p>A. listening and internalising including: iv recognise and convey in their playing simple rhythmic and melodic patterns, e.g. repetition of main tune v making links between sound and symbols when using notation</p> <p>B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation vi finger technique</p> <p>C. creating, developing and interpreting musical ideas including: iii interpreting music, developing a personal response</p> <p>D. playing music including: iv memorising pieces that have been learnt v reading and playing music at sight (where appropriate)</p> <p>E. playing music with others including: i listening, watching, responding and leading ii contributing to collective decisions, including interpretation</p> <p>F. performing and communicating including: ii evaluating their performances and making improvements</p> |

Emmaville Primary School Music Year 3

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| M u s i c | <p>Penny Whistle</p> <ul style="list-style-type: none"> -hold instrument correctly -produce a sound -try to play short known phrases by ear. <ul style="list-style-type: none"> -improvise short phrases <ul style="list-style-type: none"> -play with others | <p>Penny Whistle</p> <ul style="list-style-type: none"> -remember and repeat a series of notes. - read simple, formal notation:- Recognise:- minim, crotchet and semibreve Recognise the notes EGBDF and FACE on the musical staff. <ul style="list-style-type: none"> -improvise short phrases <ul style="list-style-type: none"> -play with others | <p>Penny Whistle</p> <ul style="list-style-type: none"> -remember and repeat a series of notes. - read simple, formal notation:- Recognise:- minim, crotchet and semibreve Recognise the notes EGBDF and FACE on the musical staff. <ul style="list-style-type: none"> -compose drones to accompany tunes played in class. <ul style="list-style-type: none"> -play with others | <p>Penny Whistle</p> <ul style="list-style-type: none"> -develop techniques to improve the quality of sound produced. <ul style="list-style-type: none"> -develop knowledge of formal notation, playing longer, more complicated pieces. <ul style="list-style-type: none"> -as part of a class, compose a harmony to tunes learned. <ul style="list-style-type: none"> -perform with others - evaluate performance | <p>Penny Whistle</p> <ul style="list-style-type: none"> -develop techniques to improve the quality of sound produced. <ul style="list-style-type: none"> -develop knowledge of formal notation, playing longer, more complicated piece <ul style="list-style-type: none"> -play with fluency and expression <ul style="list-style-type: none"> - interpret and communicate the character of the music. <ul style="list-style-type: none"> -perform with others | <p>Penny Whistle</p> <ul style="list-style-type: none"> -develop techniques to improve the quality of sound produced. <ul style="list-style-type: none"> -play pieces from memory <ul style="list-style-type: none"> -sight read music (where appropriate) <ul style="list-style-type: none"> -perform with others - evaluate performance | |
| | <p>See Model Music Curriculum p21 for age appropriate songs to use throughout the year.</p> <p>Learn Christmas Carols for Carol Singing in the Community.</p> | <p>Genre of the Week: Classical Link with Halloween. <i>Model Music Curriculum</i> p82 and p83 Appendix 3 Year 3 Case Study. <i>Mussorgsky: Night on a Bare Mountain (10 pieces BBC)</i></p> <p>Learn and perform Christmas Carols for Carol Singing in the Community.</p> | | <p>Linked with Animals (Science) Saint-Saëns' s 1886 suite Carnival of the Animals Hens and Roosters The Elephant</p> <p>(Romantic Era)</p> <p><u>Listening focus:</u> Piano and Strings Musical elements and effect created.</p> | | | <p>Linked with Extreme Precipitation. (Geography) Benjamin Britten 1945 Storm Interlude (10 Pieces BBC) (Modern Era)</p> <p><u>Listening focus:</u> full orchestra Musical elements and effect created.</p> <p><u>Composition Focus:</u> Compose a class piece. See <i>Model Music Curriculum</i> p22 and p23 for more guidance re-composition..</p> <p><i>Model Music Curriculum Song suggestions:</i> Voice Links- <i>Extreme Weather</i> Junior Songscape: <i>Listen to the Rain</i></p> |
| | <p>Genre of the Week Whole School Songs Gateshead Music Service Visits</p> | <p>Genre of the Week Whole School Songs</p> | <p>Genre of the Week Whole School Songs</p> | <p>Genre of the Week Whole School Songs Gateshead Music Service Visits</p> | <p>Genre of the Week Whole School Songs</p> | <p>Genre of the Week Whole School Songs</p> | |

| Milestone 2 (Year 3) | | | |
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| Perform This concept involves understanding that music is created to be performed. | Compose This concept involves appreciating that music is created through a process which has a number of techniques. | Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. | Describe music This concept involves appreciating the features and effectiveness of musical elements. |
| <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. | <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. | <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. |
| Whole School Songs Singing as a warm-up in Penny Whistle Lessons Penny Whistle Lessons | Penny Whistle Lessons Music linked to Geography:- end Product in Summer Term (use digital software, penny whistles and percussion) | Penny Whistle Lessons | Penny Whistle Lessons Music Sessions Linked to other subject areas Genre of the Week |

Emmaville Primary School Music Year 3

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| <p>National Curriculum Requirements.</p> | <p>play and perform in solo contexts</p> | <p>play and perform in ensemble contexts</p> | <p>using their voices with increasing accuracy, fluency, control and expression</p> | <p>playing musical instruments with increasing accuracy, fluency, control and expression</p> | <p>improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure)</p> | <p>listen with attention to detail</p> | <p>recall sounds with increasing aural memory</p> | <p>use and understand staff and other musical notations</p> | <p>appreciate and understand a wide range of high-quality live music drawn from different traditions and from great composers and musicians</p> | <p>appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians</p> | <p>develop an understanding of the history of music.</p> |
| <p>Progression at Emmaville.</p> | <p>(Perform in a classroom situation)</p> | <p>(Perform within a large group)</p> | <p>(Sing in up to 2 parts)</p> | <p>(Play in up to two parts) (Play Penny Whistle/trumpet)</p> | <p>(Compose for up to two instruments)</p> | <p>(Children should be able to discuss what can be heard, using relevant vocabulary)</p> | <p>(Children should be able to repeat rhythms and melodies)</p> | <p>(Children should be introduced to and then be able to read simple staff notations to be played on a tuned instrument)</p> | <p>(Children should be given the opportunity to hear live music from visiting musicians, bands and music teachers.)</p> | | |
| <p>Access in Year 3.</p> | <p>Penny Whistle</p> | <p>Penny Whistle</p> | <p>Penny Whistle Warm-ups Whole School Songs.</p> | <p>Penny Whistle</p> | <p>Penny Whistle</p> | <p>Genre of the Week. Subject-linked Music Sessions.</p> | <p>Penny Whistle</p> | <p>Penny Whistle</p> | <p>Gateshead Music Service Visits.</p> | <p>Genre of the Week. Subject-linked Music Sessions.</p> | <p>Genre of the Week. Subject-linked Music Sessions.</p> |

