

Emmaville Primary School Music Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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>

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M u s i c	Penny Whistle <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 	Penny Whistle <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 stave. <ul style="list-style-type: none"> -improvise short phrases <ul style="list-style-type: none"> -play with others 	Penny Whistle <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 stave. <ul style="list-style-type: none"> -compose drones to accompany tunes played in class. <ul style="list-style-type: none"> -play with others 	Penny Whistle <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 	Penny Whistle <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 	Penny Whistle <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
	<i>See Model Music Curriculum p21 for age appropriate songs to use throughout the year.</i> Genre of the Week: Classical Link with Halloween. <i>Model Music Curriculum p82 and p83 Appendix 3 Year 3 Case Study.</i> <i>Mussorgsky: Night on a Bare Mountain (10 pieces BBC)</i> <i>Learn Christmas Carols for Carol Singing in the Community.</i>	Learn and perform Christmas Carols for Carol Singing in the Community.		Linked with Animals (Science) <i>Saint-Saëns's 1886 suite Carnival of the Animals</i> <i>Hens and Roosters</i> <i>The Elephant</i> <i>(Romantic Era)</i> Listening focus: <i>Piano and Strings</i> <i>Musical elements and effect created.</i>		Linked with Extreme Precipitation. (Geography) <i>Benjamin Britten 1945 Storm Interlude (10 Pieces BBC)</i> <i>(Modern Era)</i> Listening focus: <i>full orchestra</i> <i>Musical elements and effect created.</i> Composition Focus: <i>Compose a class piece.</i> <i>See Model Music Curriculum p22 and p23 for more guidance re-composition..</i> <i>Model Music Curriculum Song suggestions:</i> <i>Voice Links- Extreme Weather</i> <i>Junior Songscape: Listen to the Rain</i>
	Genre of the Week Whole School Songs Gateshead Music Service Visits	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs Gateshead Music Service Visits	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs

Milestone 2 (Year 3)			
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

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

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Coverage/Focus		Vocabulary New				
Strings	All year	Romantic and Modern Era	Genre tuned instruments Names of instruments within the instrument families. Voice Strings Woodwind Brass Percussion Body Percussion Classroom Percussion Names of tuned and untuned percussion instruments.	rhythm duration long short pulse beat pitch high low rising falling Pentatonic tempo fast (allegro) slow (adagio) accelerando rallentando timbre texture unison layered solo expression dynamics loud (forte) quiet (piano) Crescendo Decrescendo pause	melody structure harmony drone chants call and response question and answer question phrase answer phrase echo sequences ostinato and ostinati improvise play by ear melodic phrase accompaniment	do, re, mi, fa, so cuckoo interval (so-mi) graphic symbols dot notation stick notation beat groupings stave staff notation note value quavers crochet paired quaver crochet rests minim semibreve time signature key signature clef treble clef bar sharp flat natural down beats
Woodwind	All year					
Brass	All year					
Percussion	All year					
Voice	All year		Romantic Era Modern Era trio quartet			
Composition	All year					

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Notes:

Ideally, Penny Whistle lessons should run from Autumn 1 Week 2, all year, for 30 mins per week.

Additional music sessions should also be used to cover other music sessions. However, due to time available, this may need to be flexible. The following time table may need to be used:

School Year 2023/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Every Week/Daily	Genre of the Week Song of the Week	Genre of the Week Song of the Week	Genre of the Week Song of the Week	Genre of the Week Song of the Week	Genre of the Week Song of the Week	Genre of the Week Song of the Week
Week 1	No additional music	Christmas songs	Penny Whistle- books used	Music Linked with Science	Penny Whistle- books used	Penny Whistle- books returned
Week 2	Learn some warm-ups. Set rules and expectations for music lessons/ care of books and instruments.	Christmas songs	Penny Whistle- books used	Penny Whistle- books used	Penny Whistle- books used	Penny Whistle- books returned
Week 3	Penny Whistle- no books needed at the start.	Christmas songs	Penny Whistle- books used	Penny Whistle- books used	Penny Whistle- books used	Music Linked with Geography.- Listening focus- 1 lesson
Week 4	Penny Whistle- no books needed at the start.	Christmas songs	Penny Whistle- books used	Penny Whistle- books used	Penny Whistle- books used	Music Linked with Geography.- Composition focus – 3 or 4 lessons or block book a whole day for music and include the listening lesson above.
Week 5	Penny Whistle- books used	Carol Singing	Penny Whistle- books used	Penny Whistle- books used	Penny Whistle- books used	Penny whistles can be used in their compositions.
Week 6	Penny Whistle- books used or start Christmas songs.	Carol Singing	Penny Whistle- books used		Penny Whistle- books used	
Week 7	Penny Whistle- books used or start Christmas songs.	Penny Whistle- books used				
Week 8	Genre of the Week: Classical Link with Halloween. Model Music Curriculum p82 and p83 Appendix 3 Year 3 Case Study. Mussorgsky: Night on a Bare Mountain (10 pieces BBC)					