Medium Term Overview for Music

Year 3	Unit 1: Let your spirit fly	Unit 2: Glockenspiel Stage 1	Unit 3: Three Little Birds	Unit 4: The Dragon Song	Unit 5: Bringing us together	Unit 6: Reflect, Rewind & Replay
Style of main song	R&B	n/a	Reggae	Pop (that tells a story)	Disco	Classical
Unit themes	R&B and other styles	Exploring and developing playing skills using the glockenspiel	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
Disciplinary Knowledge	**Disciplinary Knowledge** 1.Listening -to understand that the introduction is music heard at the beginning of a piece of music or song -to know that the verse is a section of a song that has the same tune but different words -to know that the chorus is a repeated section of a song that gives the main message - to understand that pulse is the heartbeat of the music 2.Musical Activities - to understand that rhythm is long and short sounds or patterns that happen over the pulse	**Disciplinary Knowledge** 1.Musical Activities -to understand what a glockenspiel is -to know how to play a glockenspiel correctly -to understand that improvisation is to make up a tune on the spot - to understand that composing is creating and developing musical ideas 2.Perform and share -to understand that performance is singing or playing for others to hear	**Disciplinary Knowledge** 1. Listening - to know that structure means how the sections of a song are ordered to make a piece -to understand that the introduction is music heard at the beginning of a piece of music or song -to know that the verse is a section of a song that has the same tune but different words -to know that the chorus is a repeated section of a song that gives the main message - to understand that pulse is the heartbeat of the music 2.Musical Activities	**Disciplinary Knowledge** 1.Listening -to know that a song can contain different themes and messages -to know that the words of a song can tell a story - to understand that pulse is the heartbeat of the music -to know different instruments they hear: Keyboard, drums, bass, a female singer 2.Musical Activities - to understand that rhythm is long and short sounds or patterns that happen over the pulse -to understand that melody is another name for the tune	. **Disciplinary Knowledge** 1.Listening -to know that the words of a song can tell a story - to understand that pulse is the heartbeat of the music -to know different instruments they hear: Keyboard, drums, bass, a female singer 2.Musical Activities - to understand that rhythm is long and short sounds or patterns that happen over the pulse -to understand that melody is another name for the tune -to know that unison means that everyone	**Disciplinary Knowledge** Consolidation and revision

	-to understand that melody is another name for the tune -to understand what a glockenspiel is -to know how to play a glockenspiel correctly -to understand that improvisation is to make up a tune on the spot - to understand that composing is creating and developing musical ideas		- to understand that rhythm is long and short sounds or patterns that happen over the pulse -to understand that melody is another name for the tune -to know that unison means that everyone plays or sings the same music at the same time -to understand what a glockenspiel is -to know how to play a glockenspiel correctly -to understand that improvisation is to make up a tune on the spot - to understand that composing is creating and developing musical ideas	-to know that unison means that everyone plays or sings the same music at the same time -to know that harmony is different notes sung or played at the same time to produce chords -to understand what a glockenspiel is -to know how to play a glockenspiel correctly -to understand that improvisation is to make up a tune on the spot - to understand that composing is creating and developing musical ideas	plays or sings the same music at the same time -to know that harmony is different notes sung or played at the same time to produce chords -to understand what a glockenspiel is -to know how to play a glockenspiel correctly -to understand that improvisation is to make up a tune on the spot - to understand that composing is creating and developing musical ideas	
Instrumental parts	F, G + C *Challenge* *E, F, G, A, B + C*	C, D, E + F *Challenge* *To play and read the notes C, D, E + F*	G+A *Challenge* *C+A*	G *Challenge* *G, A + B by ear and from notation*	C *Challenge* *G, A + C*	Consolidation and revision

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Note Value Knowledge	Easy – semi-breves and rests Medium – minims and rests	Easy – crotchets, minims and rests	Easy – crotchets and rests Medium – crotchets and rests *Challenge* *Melody – quavers, crotchets minims and rests*	Easy – crotchets and minims Medium – crotchets and minims	Easy – minims and rests Medium – minims, crotchet rests and quavers *Challenge* *Melody – crotchets and rests, quavers and dotted quavers*	Consolidation and revision
Vocabulary	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody	Improvise, compose, Pulse, rhythm, pitch, Tempo, dynamics, texture, structure, melody	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, temp, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae, pentatonic scale	Key board, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody	Keyboard, drums, bass improvise, compose, disco, pentatonic scale, pulse, pitch, tempo, dynamics, texture, structure, hook, riff, rhythm	Consolidation and revision
Procedural Knowledge	**Procedural Knowledge** 1.Listening -identify the piece's structure -identify the instruments/voices -find the pulse while listening 2.Musical Activities -complete bronze and silver challenges -copy back, play and invent rhythmic and melodic patterns	**Procedural Knowledge** 1.Musical Activities -use C, D, E + F to play • Easy E • Strictly D • Play your music • Drive • Dee Cee's Blues • What's Up • D-E-Finitely • Roundabout • March of the golden guards • Portsmouth	**Procedural Knowledge** 1.Listening -identify the piece's structure -identify the instruments/voices -find the pulse while listening 2.Musical Activities -complete bronze and silver challenges -copy back, play and invent rhythmic and melodic patterns	**Procedural Knowledge** 1.Listening -identify the songs themes : kindness, respect, friendship, acceptance and happiness -identify the instruments/voices -explain how the words of the song tell a story 2.Musical Activities -complete bronze and silver challenges	**Procedural Knowledge** 1.Listening -find the pulse while listening -recognise instruments they hear: keyboard, drums, bass, a female singer -explain how the words of the song tell a story 2.Musical Activities - complete bronze and silver challenges	**Procedural Knowledge** Consolidation and revision

-use C, sometimes with D and reading notes -sing in two parts -play accurately and in time, as part of the performance -Use F, G + C by ear -improvise in lessons and part of the performance -Use C and sometimes D -compose a simple melody using simple rhythms and use as part of the performance -use C, D + E	-improvise with Dee Cee's Blues -use C + D -compose using C, D, E + F 2.Perform and share -make decisions about introducing the performance	-use C, sometimes with D and reading notes -sing in unison -play accurately and in time, as part of the performance -Use G + A -improvise in lessons and part of the performance -Use C and sometimes D -compose a simple melody using simple rhythms and use as part of the performance -use C, D + E	-copy back, play and invent rhythmic and melodic patterns -use G, sometimes with A and reading notes -sing in two parts -play accurately and in time, as part of the performance -Use G by ear -improvise in lessons and part of the performance -Use G, A + B -compose a simple melody using simple rhythms and use as part of the performance	-copy back, play and invent rhythmic and melodic patterns -use C, sometimes with A and reading notes -sing in two parts -play accurately and in time, as part of the performance -Use C -improvise in lessons and part of the performance -Use C and sometimes A -compose a simple melody using simple rhythms and use as part of the performance -Use C, A + G	

National Curriculum

Key stage 2 Pupils should be taught to:

-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 notation

-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

-develop an understanding of the history of music

Challenge	-Find the pulse and identify funky rhythms, tempo changes and dynamics -complete Gold Challenges -Play E, F, G, A, B + C by ear and notation -improvise using C +D Compose using C, D, E, F + G	-play AND READ the notes C, D, E + F	-to know how pulse, rhythm and pitch work together to create a song - Find the pulse and identify funky rhythms, tempo changes and dynamics -complete Gold Challenges -Play C + A -improvise using C +D Compose using C, D, E, G + A (pentatonic scale)	-to know how pulse, rhythm and pitch work together to create a song -does the music create a story in your imagination? What story? -complete Gold Challenges -play G, A, + B by ear and notation -improvise using G, A + B	-to know how pulse, rhythm and pitch work together to create a song -does the music create a story in your imagination? What story? -complete Gold Challenges -play G, A, + C -improvise using C + A -compose using C, D, E, G + A	
Coherence & Supporting knowledge						
Assessment Formative/Summative	-**Knowledge assessment outcome**. <u>3.Perform and share</u> Group performance of Let your spirit fly Criteria below: -identify structure -identify instruments/voices -Complete bronze and silver challenges -sing in two parts -Play F, G + C accurately and in time -improvise using C (+D)	-**Knowledge assessment outcome** <u>3.Perform and share</u> Individual and/or group performance of pieces learnt in the unit -performance must include one or more of the following: • Improvisations • Instrumental performances • compositions Criteria below:	-**Knowledge assessment outcome** <u>3.Perform and share</u> Group performance of Three Little Birds Criteria below: - identify structure -identify instruments/voices -Complete bronze and silver challenges -sing in unison -Play G + A accurately and in time -improvise using C (+D)	-**Knowledge assessment outcome** <u>3.Perform and share</u> Group performance of The Dragon song Criteria below: - identify themes -identify instruments/voices -Complete bronze and silver challenges -sing in two parts -Play G accurately and in time -improvise and compose using G, A + B	-**Knowledge assessment outcome** <u>3.Perform and share</u> Group performance of Bringing us together Criteria below: -identify instruments/voices -Complete bronze and silver challenges -sing in two parts -Play C accurately and in time -improvise using C -compose using C, A + G	-**Knowledge assessment outcome**

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	-Compose using C, D + E	-play C, D, E + F accurately and in time -improvise using C+D -compose using C, D, E + F	-Compose using C, D + E			