



# Claremont Primary and Nursery School Music Curriculum

## Year 3

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Charanga Strands	Substantive Knowledge	Disciplinary Knowledge (Think like a Musician)
Listen and Appraise	<ul style="list-style-type: none"> <li>• To know five songs from memory and who sang them or wrote them.</li> <li>• To know the style of the five songs.</li> <li>• To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> </ul> </li> <li>• Name some of the instruments they heard in the song</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people’s thoughts about the music.</li> </ul>
Games	<ul style="list-style-type: none"> <li>• Know how to find and demonstrate the pulse.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Know how pulse, rhythm and pitch work together to create a song.</li> <li>• Know that every piece of music has a pulse/steady beat.</li> <li>• Know the difference between a musical question and an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:               <ol style="list-style-type: none"> <li>1. Find the Pulse</li> <li>2. Rhythm Copy Back:                   <ul style="list-style-type: none"> <li>○ Bronze: Clap and say back rhythms</li> <li>○ Silver: Create your own simple rhythm patterns</li> <li>○ Gold: Perhaps lead the class using their simple rhythms</li> </ul> </li> <li>3. Pitch Copy Back Using 2 Notes                   <ul style="list-style-type: none"> <li>○ Bronze: Copy back – ‘Listen and sing back’ (no notation)</li> <li>○ Silver: Copy back with instruments, without then with notation</li> <li>○ Gold: Copy back with instruments, without and then with notation</li> </ul> </li> <li>4. Pitch Copy Back and Vocal Warm-ups</li> </ol> </li> </ul>
Singing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being ‘in tune’.</li> <li>• To have an awareness of the pulse internally when singing.</li> </ul>
Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>
Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:               <ul style="list-style-type: none"> <li>• Bronze Challenge:                   <ul style="list-style-type: none"> <li>○ Copy Back – Listen and sing back</li> <li>○ Play and Improvise – Using instruments, listen and play your own answer using one note.</li> <li>○ Improvise! – Take it in turns to improvise using one note.</li> </ul> </li> <li>• Silver Challenge:</li> </ul> </li> </ul>



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		<ul style="list-style-type: none"> <li>o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</li> <li>o Play and Improvise – Using instruments, listen and play own answer using one or two notes.</li> <li>o Improvise! – Take it in turns to improvise using one or two notes.</li> <li>• Gold Challenge:             <ul style="list-style-type: none"> <li>o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</li> <li>o Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li> </ul> </li> <li>o Improvise! – Take it in turns to improvise using three different notes.</li> </ul>
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
Key Vocabulary	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco</p>	