

Highgate Primary School

Music Curriculum 2024

Year 3

Key strands:
 Singing
 Listening
 Performing
 Composing
 Musicianship

Palaeontology to Archaeology	Chocolate	Treasures of Ancient Egypt	Polar Exploration	From Source to Sea	Meadowsong
<p>Reggae</p> <ul style="list-style-type: none"> To listen with understanding and direction To begin to recognise styles of music and their style indicators To listen attentively, appraise and compare To become more confident identifying Reggae To be able to find and keep the pulse To distinguish between rhythm and pulse To read a simple score. To begin to write crotchets, minims and semibreves and their corresponding rests To play simple instrumental parts as an ensemble with increasing confidence. To play on chime bars using a musical score To play in time to the music To become more confident improvising vocally and using instruments To improvise along to a backing track To create simple compositions along to a backing track using note formation To talk about how the composition was created. To listen to and reflect upon the developing 	<p>Christmas Performance</p> <ul style="list-style-type: none"> To learn to sing a range of songs from our Christmas To prepare to move expressively to music as part of our Christmas production Musical Progression focus: Building increased confidence, expression, awareness of the audience and developing accuracy of pitch. 	<p>Treasures of Ancient Egypt</p> <ul style="list-style-type: none"> To learn about Ancient Egyptian music To listen to Egyptian music and identify what makes it differ from Western music To know some of the instruments used in Egyptian and Ancient Egyptian music. To develop an understanding of the history of music. To compose a grand, slow march for the procession of a Pharaoh's coffin across the desert., using a Double Harmonic Scale To compose a song about Ancient Egypt using a known tune. To alter a known song to sound Egyptian by using Double Harmonic Scale To improvise on the double harmonic major scale using voice and xylophones To arrange and structure our final March for a Pharaoh's funeral procession To identify simple Ternary forms in songs. To perform the March and evaluate our performance. To learn to sing a song about Tutankhamen with 	<p>Bamboo Tamboo</p> <ul style="list-style-type: none"> To play in ensemble contexts To learn to play Bamboo Tamboo To play one of 3 rhythms played simultaneously To develop rhythm and co-ordination To begin to recognise time signatures To listen with attention to detail and recall sounds with increasing aural memory To listen and appraise noticing instruments, tempo, structure, metres and improvisation. To begin to recognise time signatures To compose simple movement and sound class compositions. 	<p>The Storm – Benjamin Britten</p> <ul style="list-style-type: none"> To listen and reflect on a piece of orchestral music To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To listen, analyse and interpret a piece of music To create artwork inspired by a piece of music To become familiar with the sections of an orchestra To develop an understanding of the history of music. To become familiar with the composer Benjamin Britten To perform their composition as an ensemble To Play and perform in solo and ensemble contexts, using voices and playing musical instruments with developing accuracy, fluency, control and expression To learn musical language appropriate to the task 	<p>Meadowsong</p> <ul style="list-style-type: none"> To learn to sing the songs in Meadowsong. Children will explore vocal sounds and phrases in order to echo sounds from the natural world and create simple compositions by layering sound patterns they have created To sing expressively with control, awareness of dynamics and rhythmical accuracy Children will learn Song of Summer To consider the role of music and song as a tool for story telling and communicating an important message. To learn about a range of wildflowers/plants through song. To make simple movements to describe and accentuate lyrics To listen to and identify characteristics of sounds from nature. To understand how dynamics can be used to create dramatic effect through listening and responding to instrumental sections in the song, and

<p>composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <ul style="list-style-type: none"> • To sing in unison • To demonstrate a good singing posture. • To follow a leader when singing.. • To have an awareness of the pulse internally when singing. 		<p>increased accuracy of pitch and phrasing</p>		<ul style="list-style-type: none"> • To read and play rhythm using quavers and quaver rests. • To orchestrate The Storm using pitched and unpitched percussive instruments. 	<p>exploring dynamic range within the sung sections</p> <ul style="list-style-type: none"> • Children will listen to music and audio recordings to explore the sounds and atmosphere of a meadow. • To use movements to reflect the meaning of song lyrics, in order to enhance a performance of a song • Children will explore vocal sounds and phrases in order to echo sounds from the natural world and create simple compositions by layering sound patterns they have created.
<p>Listening and Appraisal Reggae: Three little birds, Jammin’ Small People, Bob Marley</p>		<p>A range of Egyptian music A range of Egyptian drumming rhythms Song – Tutankhamun</p>	<p>Take 5, Unsquare Dance, Blue Rondo a la Turk - Dave Brubeck</p>	<p>Benjamin Britton – The Storm Cuckoo Friday Afternoons – Benjamin Britton Young Person’s Guide to the Orchestra – Benjamin Britten</p>	<p>Meadowsong - Kate Stiltz Delibes, Flower Duet from Lakmé Tchaikovsky, Waltz of the Flowers from the Nutcracker Debussy, Bruyères (Heather)from Préludes Johann Strauss II, Rosen aus dem Süden (roses from the south)</p>