Music year group overview – year 3

Music Intent: At Slade Primary school, our Music curriculum aims to develop a curiosity and enthusiasm to explore, engage and express oneself through music. Through a carefully sequenced curriculum, children will develop a wide musical understanding through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres.

Key Concept and Unit of work	Key objectives	End Point
Technical **Ocarinas**	• To use melodic instruments to perform 3+ note melodies and simple rhythms. • To keep a steady pulse in a group and solo; demonstrate 2/4, ¾ and 4/4 using at least 3 different tempos. • To perform rhythms using crotchets, quavers, minims and their rests. • To understand and follow non-standard notation.	I can follow notation to perform a simple piece.
Technical **Recorders**	• To use melodic instruments to perform 3+ note melodies and simple rhythms. • To keep a steady pulse in a group and solo; demonstrate 2/4, ¾ and 4/4 using at least 3 different tempos. • To perform rhythms using crotchets, quavers, minims and their rests. • To understand and follow staff notation.	I can follow staff notation to perform a simple piece.
Constructive **Romans**	• To perform a 3+ note melody using the voice. • To compose a simple rhythm. • To playback simple melodies that are heard.	I can compose a simple rhythm based on a song I've learned.
Constructive **Sound Symmetry**	• To recognise pattern within a song. • To improvise and sing simple melodies and rhythms. • To compose a simple symmetrical song.	I can compose a simple melody that follows a pattern.
Expressive **Genre Comparison**	• To identify and describe musical features in pieces from different traditions. • To respond to how a piece of music makes them feel.	I can evaluate and compare genres.
Knowledge of Music **Tchaikovsky**	• To identify and describe musical features in pieces from different traditions. • To respond to how a piece of music makes them feel	I can identify the musical features used by a famous composer.

Disciplinary Knowledge

Substantive Knowledge