

ACET Junior Academies'

Scheme of Work for music Year 3

- Whole class outcome
 - Challenge outcome
- **Previously taught objective**



Unit 1 - mountains			
Enquiry	Musical skill	Key concepts	Outcome
E1 - How to tell a story through music?	- Listen to and describe music. - Recognise the inter-related dimensions of music and how they are used to make changes in the music.	Musical story telling Inter-related dimensions of music Dynamics Timbre Texture Sections Structure	Singing - Perform actions confidently and in time to a range of action songs. - Perform forte (loud) and piano (quiet) - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Listening - Listen to recorded performances and live music - Appreciate and understand a wide range of high quality live and recorded music, drawn from different traditions and from great composers and musicians.
E2 - How to create a soundscape using a structure?	- Create a soundscape composition using layers of rhythm and melody. - Perform in a group with accuracy and confidence.	Soundscape Composition Rhythm Repetition Layers	Composition Improvise Structure musical ideas (e.g. with echo or question and answer phrases) to create music that has a beginning, middle and end.

	Follow simple notation.	Melody Atmospheric sounds Structure Notation	- Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources. Compose - Compose song accompaniments on untuned percussion using known rhythms and note values. Reading notation - Apply word chants to rhythms, understanding how to link each syllable to one musical note.
E3 - How to create a story sound effects?	- Creating a piece of music based on a story, using sound effects. - Describe music using musical vocabulary. - Improve a composition by making changes using inter-related dimensions of music.	Dynamics Instruments Tempo Timbre Soundscape Composition Rhythm Melody	Singing - Perform actions confidently and in time to a range of action songs. - Perform forte (loud) and piano (quiet) Composition Improvise - Structure musical ideas (e.g. with echo or question and answer phrases) to create music that has a beginning, middle and end. - Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources. Compose - Compose song accompaniments on untuned percussion using known rhythms and note values. Musicianship Reading notation

			- Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. - Apply word chants to rhythms, understanding how to link each syllable to one musical note.
E4 - How to add rhythm to a story?	- Creating appropriate rhythms to match a story. - Playing rhythm in time and within a group. - Experimenting with dynamics to enhance a musical piece. - Using musical vocabulary to describe and appraise a piece of music.	Rhythm Structure Tempo Dynamics Repetition Performance Improvement	Singing - Perform actions confidently and in time to a range of action songs. - Perform forte (loud) and piano (quiet) Composition Improvise - Structure musical ideas (e.g. with echo or question and answer phrases) to create music that has a beginning, middle and end. - Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources. Compose - Compose song accompaniments on untuned percussion using known rhythms and note values. Musicianship Reading notation - Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
E5 - How to add a melody to a story?	- Creating appropriate melodies to match a story. - Playing confidently and accurately within a group.	Rhythm Melody Structure Tempo Dynamics Repetition	Singing - Perform actions confidently and in time to a range of action songs. - Perform forte (loud) and piano (quiet) - Perform as part of an ensemble in assemblies.

	- Experimenting with dynamics to enhance a musical piece. - Using musical vocabulary to describe and appraise a piece of music.	Performance Improvement	Composition Improvise - Structure musical ideas (e.g. with echo or question and answer phrases) to create music that has a beginning, middle and end. - Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources. Compose - Compose song accompaniments on untuned percussion using known rhythms and note values. Musicianship Reading notation Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
Unit 2 - Rhythm and layers			
E1 - What is rhythm and texture?	- Listening carefully and describing changes and effects in a piece of music. - Identifying rhythm and describing how it used to affect a piece of music. - Identifying texture and describing how	Rhythm Texture (layers) Tempo Dynamics Duration (length)	Singing <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i> <i>Perform actions confidently and in time to a range of action songs.</i> Listening - Listen to recorded performances and live music. - Listen with attention to detail and record sounds with increasing aural memory. - Appreciate and understand a wide range of high quality live and recorded music, drawn from different traditions and from great composers and musicians.

	it used to affect a piece of music.		Composition Compose • <i>Structure musical ideas (e.g. with echo or question and answer phrases) to create music that has a beginning, middle and end.</i> • Combine known rhythmic notations with letter names to create rising and falling phrases using just three notes (do-re-mi).
E2 - How can we create texture using rhythm?	• Copy and repeat a rhythm from aural memory. • Layer rhythm patterns together to make a piece of music. • Play rhythm accurately and in time.	Rhythm Texture Tempo Dynamics Duration Ensemble Mood	Singing • <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i> • <i>Perform actions confidently and in time to a range of action songs.</i> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunelessly and with expression. Listening • Listen to recorded performances and live music. • Listen with attention to detail and record sounds with increasing aural memory. • Appreciate and understand a wide range of high quality live and recorded music, drawn from different traditions and from great composers and musicians. Composition Improvise • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Become more skilled in improvising (untuned percussion) Compose • <i>Structure musical ideas (e.g. with echo or question and answer phrases) to create music that has a beginning, middle and end.</i>

			Combine known rhythmic notations with letter names to create rising and falling phrases using just three notes (do-re-mi).
E3 - How to compose a piece of music using rhythmical texture?	- Listen and identify layered rhythms. - Compose a piece of music with layered rhythms. - Play in an ensemble confidently and accurately.	Rhythm Texture Rests Composition Instruments Body percussion Voices	Listening - Listen to recorded performances and live music. Composition Improvise - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Become more skilled in improvising (untuned percussion) Compose - Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources. - Combine known rhythmic notations with letter names to create rising and falling phrases using just three notes (do-re-mi). Musicianship Instrumental performance - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression. Reading notation - Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.

E4 - How to improve a composition?	• Listen and identify layered rhythms. • Compose a piece of music with layered rhythms. • Play in an ensemble confidently and accurately.	Rhythm Texture Rests Composition Instruments Body percussion Voices	Listening • Listen to recorded performances and live music. Composition Improvise • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Become more skilled in improvising (untuned percussion) Compose • Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources. • Combine known rhythmic notations with letter names to create rising and falling phrases using just three notes (do-re-mi). Musicianship Instrumental performance • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression. • Develop facility in playing tuned percussion or a melodic instrument. Reading notation • <i>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</i> • Introduce and understand the difference between crotchets and paired quavers.
E5 - How to create a graphic score?	• Contribute meaningfully to the	Compose Rhythm Texture	Listening • Listen to recorded performances and live music.

	group performance and contribution. • Using non-standard notation to record a composition. • Read non-standard notation to perform a piece of music.	Graphic notation	Composition Improvise • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Become more skilled in improvising (untuned percussion) Compose • Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs) and musical sources. • Combine known rhythmic notations with letter names to create rising and falling phrases using just three notes (do-re-mi). Musicianship Instrumental performance • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression. • Develop facility in playing tuned percussion or a melodic instrument. ◦ Play and perform melodies following staff notation using a small range (e.g. middle c-e) as a whole class or in small groups (e.g. trios or quartets). Reading notation • <i>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</i> • Introduce and understand the difference between crotchets and paired quavers.
Unit 3 - Gift of the Nile			

E1 - What does ancient Egyptian music sound like?	• Singing in time and in tune in a group. • Singing in time and in tune to a backing track. • Remembering lyrics in order to perform a song.	Warm up Lyrics Tune/melody Backing track Call and response Unison	Singing • <i>Perform actions confidently and in time to a range of action songs.</i> ◦ <i>Perform forte (loud) and piano (quiet)</i> • <i>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i> • <i>Perform as part of an ensemble in assemblies.</i> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (range 1-5) tunefully and with expression. Listening • Listen to recorded performances and live music. Musicianship Instrumental performance • <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression.</i> • <i>Develop facility in playing tuned percussion or a melodic instrument.</i>
E2 - How can we write musical notation using hieroglyphics?	• Identify the structure of a piece of music. • Follow non-standard notation to perform a piece of music. • Improvise a piece of music and record using non-standard notation.	Structure Non-standard notation - hieroglyphics Improvise Compose	Listening • Listen to recorded performances and live music. Composition Improvise • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i> • Structure musical ideas (e.g. with echo or question and answer phrases) to create music that has a beginning, middle and end. Compose

			- Compose known rhythmic notation with letter names to create rising and falling phrases using just three notes (do-re-mi) Reading notation - Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. - Apply word chants to rhythms, understanding how to link each syllable to one musical note. - Introduce and understand the difference between crotchets and paired quavers.
E3 - How long does a note last?	- Play a melody with reasonable accuracy. - Identify lengths of notes (duration). - Perform with confidence and with others.	Melody Notation Duration Rhythm Semibreves Minims Crotchets Quavers Semiquavers	Musicianship Instrumental performance - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression. - Develop facility in playing tuned percussion or a melodic instrument. - Play and perform melodies following staff notation using a small range (e.g. middle c-e) as a whole class or in small groups (e.g. trios or quartets). Reading notation - Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. - Apply word chants to rhythms, understanding how to link each syllable to one musical note. - Introduce and understand the difference between crotchets and paired quavers. - Crotchets, paired quavers, minims, fast (allegro), slow (adagio), stave, lines and spaces, clef, reading dot notation - do-me range, loud (forte), quiet (piano)

E4 - What is staff/stave notation and how do we write it?	- Composing and playing a melody using staff/stave notation. - Adding rhythm to a composition. - Understanding duration	Rhythm Staff/Stave Lines Spaces Notation Melody Semibreves Minims Crotchets Quavers Semiquavers	Composition Compose <i>Compose song accompaniments on untuned percussion using known rhythms and note values.</i> - Compose known rhythmic notation with letter names to create rising and falling phrases using just three notes (do-re-mi) Musicianship Instrumental performance <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression.</i> <i>Develop facility in playing tuned percussion or a melodic instrument.</i> - Play and perform melodies following staff notation using a small range (e.g. middle c-e) as a whole class or in small groups (e.g. trios or quartets). Reading notation <i>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</i> <i>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</i> <i>Introduce and understand the difference between crotchets and paired quavers.</i> - Crotchets, paired quavers, minims, fast (allegro), slow (adagio), stave, lines and spaces, clef, reading dot notation - do-me range, loud (forte), quiet (piano)
E5 - How to compose a piece of music?	Contribute meaningfully to the group performance and contribution.	Style Compose Staff/stave notation Tempo	Singing <i>Perform actions confidently and in time to a range of action songs.</i> <i>Perform forte (loud) and piano (quiet)</i>

	- Using non-standard and standard notation to record a composition. - Read non-standard and standard notation to perform a piece of music.	Structure Melody	<i>Perform as part of an ensemble in assemblies.</i> Composition Compose <i>Compose song accompaniments on untuned percussion using known rhythms and note values.</i> - Compose known rhythmic notation with letter names to create rising and falling phrases using just three notes (do-re-mi) Musicianship Instrumental performance <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression.</i> <i>Develop facility in playing tuned percussion or a melodic instrument.</i> - Play and perform melodies following staff notation using a small range (e.g. middle c-e) as a whole class or in small groups (e.g. trios or quartets). Reading notation <i>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</i> <i>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</i> <i>Introduce and understand the difference between crotchets and paired quavers.</i> - Crotchets, paired quavers, minims, fast (allegro), slow (adagio), stave, lines and spaces, clef, reading dot notation - do-me range, loud (forte), quiet (piano)
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