



# Orton Wistow Primary School – Curriculum Plan



Subject : Music

Year : 3

Term : Autumn (Charanga – Let Your Spirit Fly)



## Vocabulary

Define the word and include etymology if useful.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

**Structure** – how the music is made up – verse, chorus etc  
**Introduction** – the music heard at the beginning  
**Verse** – a section with the same tune but different words  
**Chorus** – a repeated section  
**Improvise** (Latin: *improvisio* meaning *unforeseen*)  
**Compose** (Latin: *componere* meaning *to put together, cf to English component*) – to create a piece of music  
**Pulse** (Latin: *pulsus* meaning *beat*) a steady beat, like a ticking clock  
**Rhythm** – a pattern of long and short sounds  
**Pitch** - how high or low the notes are  
**Tempo** (Latin: *Tempus* meaning *time*)– how fast or slow the music is  
**Dynamics** (Greek: *dunamis* meaning *power*) – how loudly or quietly the music is being played  
**Bass** – a guitar, usually with 4 strings tuned to E/A/D/G  
**Drums** – percussion instruments which are hit to create a note  
**Guitar** – 6 stringed instrument, can be electric or acoustic

Rhythm and blues, abbreviated as R&B, is a genre of popular music that originated in African American communities in the 1940s.

In the commercial rhythm and blues music typical of the 1950s through the 1970s, the bands usually consisted of piano, one or two guitars, bass, drums, one or more saxophones, and sometimes background vocalists.

The style indicators of RnB are that it combines rhythm and blues, pop, soul, funk and hip hop. Now associated with African American music from the 1980's onwards.

Examples of RnB included in the unit are:  
*Ain't No Mountain High Enough* by Marvin Gaye (Motown)  
*You're The First, The Last, My Everything* by Barry White (Soul)

Understand and explore how music is created

How the interrelated dimensions of music (pitch/pulse/rhythm/dynamics) affect the music

How does the music make you feel?

What do the words of the song mean?

How does changing the way we play/sing affect the piece of music?

Where RnB music fits into the musical canon.

What influenced the development of RnB music.

To confidently identify and move to the pulse  
 Copy and clap back more complex rhythms  
 Sing in tune in small groups  
 Play a tuned instrument  
 Improvise around a tune  
 Compose a melody using the notes C/D/E  
 Explain the style indicators of RnB music

<b>Vocabulary</b>	<b>Knowledge</b> What children will know	<b>Understanding</b> What children will understand	<b>Skills</b> What children will be able to do						
<b>Define the word and include etymology if useful.</b>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p><b>Keyboard</b> – an electric instrument like a piano</p> <p><b>Synthesiser</b> – an electric instrument that looks like a keyboard with pre recorded sounds</p> <p><b>Hook</b> – a catchy phrase, the main idea</p> <p><b>Melody</b> (Greek: <i>melos</i> meaning song) - the tune</p>									

**Orton Wistow Primary School – Curriculum Plan**





**Subject : Music**

**Year : 3**





**Term : Spring (Charanga – Three Little Birds)**

<b>Vocabulary</b>	<b>Knowledge</b> What children will know	<b>Understanding</b> What children will understand	<b>Skills</b> What children will be able to do						
<b>Define the word and include etymology if useful.</b>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p><b>Structure</b> – how the music is made up – verse, chorus etc</p> <p><b>Introduction</b> – the music heard at the beginning</p>	<p>Robert Nesta "Bob" Marley, (6 February 1945 – 11 May 1981) was a Jamaican singer-songwriter and musician. He was the rhythm guitarist and lead singer for the reggae band Bob Marley and The Wailers (1963–1981). Bob</p>	<p>Understand and explore how music is created</p>	<p>To know the difference between pulse and rhythm</p> <p>To think about what the words of a song mean</p>						



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p><b>Verse</b> – a section with the same tune but different words</p> <p><b>Chorus</b> – a repeated section</p> <p><b>Improvise</b> (<i>Latin: improviso meaning unforeseen</i>)</p> <p><b>Compose</b> (<i>Latin: componere meaning to put together, cf to English component</i>) – to create a piece of music</p> <p><b>Pulse</b> (<i>Latin: pulsus meaning beat</i>) a steady beat, like a ticking clock</p> <p><b>Rhythm</b> – a pattern of long and short sounds</p> <p><b>Pitch</b> - how high or low the notes are</p> <p><b>Tempo</b> (<i>Latin: Tempus meaning time</i>)– how fast or slow the music is</p> <p><b>Dynamics</b> (<i>Greek: dunamis meaning power</i>) – how loudly or quietly the music is being played</p> <p><b>Bass</b> – a guitar, usually with 4 strings tuned to E/A/D/G</p> <p><b>Drums</b> – percussion instruments which are hit to create a note</p> <p><b>Guitar</b> – 6 stringed instrument, can be electric or acoustic</p> <p><b>Keyboard</b> – an electric instrument like a piano</p> <p><b>Hook</b> – a catchy phrase, the main idea</p> <p><b>Melody</b> (<i>Greek: melos meaning song</i>) - the tune</p> <p><b>Organ</b> - usually refers to church organs but is also used to describe a type of electric keyboard that is</p>	<p>Marley is the most famous performer of roots reggae music, and has helped spread both Jamaican music and the Rastafari movement to a worldwide audience.</p> <p>What are the style indicators of roots reggae music?</p> <ul style="list-style-type: none"> <li>The bass guitar and drums are brought to the foreground of the music</li> <li>Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix)</li> <li>Slowish tempo with a laid back feel Bass guitar plays melodic lines and is prominent in the song</li> <li>The drums and bass set up a particular groove avoiding the first beat of the bar</li> <li>Bass guitar plays short line of melody or short phrases</li> <li>The guitar mostly plays chords on the offbeat, beats 2 and 4</li> <li>Keyboard and organ also play on the offbeat but add extra melodies too</li> <li>Sometimes there is a horn section that would be made up of sax, trumpet and trombone</li> </ul>			<p>How the interrelated dimensions of music (pitch/pulse/rhythm/dynamics) affect the music</p> <p>How does the music make you feel?</p> <p>What do the words of the song mean?</p> <p>How does changing the way we play/sing affect the piece of music?</p> <p>Where Reggae music fits into the musical canon.</p> <p>What influenced the development of Reggae music.</p>			<p>Identify the main sections of a song (intro, verse, chorus etc)</p> <p>Copy and clap back more complex rhythms</p> <p>Sing in unison and in two simple parts</p> <p>Talk about the instruments used in class (glocks, recorder etc)</p> <p>Improvise around a tune</p> <p>Compose a melody using the notes G/A or C/A</p> <p>Explain the style indicators of Reggae music</p>		



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>large and with 2 or 3 keyboards and foot pedals</p> <p><b>Backing Vocals</b> – the accompaniment to a song</p> <p><b>Reggae</b> - Developed in the 1970s and originated from Jamaica,</p> <p><b>Reggae</b> - It has a prominent bass beat and a strong off-beat usually played on the guitar.</p> <p><b>Riff</b> - a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone</p>									







## Orton Wistow Primary School – Curriculum Plan







Subject : Music





Year : 3

Term: Summer (Charanga – Bringing Us Together)

									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p><b>Improvise</b> (Latin: <i>improviso</i> meaning unforeseen)</p>									
	Disco first appeared in the 1970s in New York.			Understand and explore how music is created			Know the difference between pulse and rhythm		



									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p><b>Compose</b> (Latin: <i>componere</i> meaning to put together, cf to English component) – to create a piece of music</p> <p><b>Pulse</b> (Latin: <i>pulsus</i> meaning beat) a steady beat, like a ticking clock</p> <p><b>Rhythm</b> – a pattern of long and short sounds</p> <p><b>Pitch</b> - how high or low the notes are</p> <p><b>Tempo</b> (Latin: <i>Tempus</i> meaning time)– how fast or slow the music is</p> <p><b>Dynamics</b> (Greek: <i>dunamis</i> meaning power) – how loudly or quietly the music is being played</p> <p><b>Bass</b> – a guitar, usually with 4 strings tuned to E/A/D/G</p> <p><b>Drums</b> – percussion instruments which are hit to create a note</p> <p><b>Keyboard</b> – an electric instrument like a piano</p> <p><b>Hook</b> – a catchy phrase, the main idea</p> <p><b>Melody</b> (Greek: <i>melos</i> meaning song) - the tune</p> <p><b>Riff</b> - a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone</p> <p><b>Imagination</b> – to think or feels things in your head</p> <p><b>Texture</b> – layers of sound</p> <p><b>Structure</b> – how the music is made up – verse, chorus etc</p> <p><b>Pentatonic scale</b> - (Greek: <i>penta</i> meaning 5 and tonic meaning</p>	<p>Disco music includes a strong drum and bass line. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines.</p> <p>What are the style indicators of disco music?</p> <ul style="list-style-type: none"> <li>• A strong drum and bass line (drums playing on the pulse and cymbals on the off-beats. The bassline, energetic and leaps around)</li> <li>• Quite a fast tempo with a steady dance groove</li> <li>• Energetic electric guitar lines</li> <li>• Lovely string and/or orchestral arrangements as part of the song</li> <li>• Beautiful male/female vocals - soul sounding</li> <li>• The lyrics are often about love and dancing</li> <li>• Disco has its musical roots in Funk and Soul</li> </ul> <p>Other songs included in this unit are:  <i>Good Times</i> by Nile Rodgers  <i>Ain't Nobody</i> by Chaka Khan  <i>We Are Family</i> by Sister Sledge  <i>Ain't No Stopping Us Now</i> by McFadden and Whitehead  <i>Car Wash</i> by Rose Royce</p>	<p>How the interrelated dimensions of music (pitch/pulse/rhythm/dynamics) affect the music</p> <p>How does the music make you feel?</p> <p>What do the words of the song mean?</p> <p>How does changing the way we play/sing affect the piece of music?</p> <p>Where Disco music fits into the musical canon.</p> <p>What influenced the development of Disco music.</p>	<p>Talk about any of the musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, pitch)</p> <p>Identify the main sections of a song (intro, verse, chorus etc)</p> <p>Copy and clap back more complex rhythms</p> <p>Explain why it is important to warm up your voice</p> <p>Sing in unison and in two simple parts</p> <p>Talk about the instruments used in class (glocks, recorder etc)</p> <p>Improvise around a tune</p> <p>Compose a melody using the notes C/A</p> <p>Explain the style indicators of disco music</p>						

									
<p><b>Vocabulary</b></p>	<p><b>Knowledge</b> What children will know</p>			<p><b>Understanding</b> What children will understand</p>			<p><b>Skills</b> What children will be able to do</p>		
<p><b>Define the word and include etymology if useful.</b></p>	<p><b>Learning</b></p>	<p><b>Teaching</b></p>	<p><b>Assessment</b></p>	<p><b>Learning</b></p>	<p><b>Teaching</b></p>	<p><b>Assessment</b></p>	<p><b>Learning</b></p>	<p><b>Teaching</b></p>	<p><b>Assessment</b></p>
<p><i>tension</i>) - A fixed five-note pattern e:g: the five black keys on a piano <b>Disco</b> - (short for discotheque) is dance music from the 1970s, characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds.</p>	<p>Remembering</p>	<p>Telling</p>	<p>Testing</p>	<p>Practising</p>	<p>Coaching</p>	<p>Observing</p>	<p>Reflecting</p>	<p>Facilitating</p>	<p>Evaluating</p>