



Medium Term Planning

Year 3



Bricknell Primary School

Music Long Term Plan



Music is taught through units which enable pupils to become confident, create and expressive musicians. The music curriculum is taught progressively through three interrelated pillars: Technical, Constructive and Expressive.

Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)

Composing (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

Second order concepts:

The following second order concepts are also explored:

Chronology (history of music and changes over time)

Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)

Significance (significant composers, pieces of music and musical movements)

Written, oral and creative expression: (Using musical terminology, responding, refining, describing, experimenting, exploring)

Autumn Term 1 Year 3

Developing Notation

How does Music bring us together?

<i>Prior Learning</i>	<ul style="list-style-type: none"> • What do we mean by the pulse and beat in a piece of music? • What are we describing when we say a piece of music is fast or slow? The tempo or melody? 				
<i>End Points</i>	<ul style="list-style-type: none"> • Copy simple rhythmic patterns , copy and improvise simple rhythmic patterns, perform as part of ensemble, play and perform simple melodies using staff notation. 				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, ap-praise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	Similarity and Difference Written, oral and creative expression	1 and 2	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p> <p>Home is where the heart is (part 1 and 2): Children to find the pulse and beat, clap out the different patterns. And copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.</p>	<p>I can perform as part of an ensemble/choir.</p> <p>I enjoy singing solo.</p> <p>I can share my thoughts and feelings about the music with others.</p> <p>I can talk about the style of the songs.</p> <p>I can talk about what the song means.</p> <p>To become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range.</p>	<ul style="list-style-type: none"> • Glockenspiels • Recorders • Home is where the heart is song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>			<p>I can play and perform melodies following staff notation using a small range.</p> <p>I can compose in response to different stimuli eg: stories, verse, images and musical sources.</p> <p>I can find and keep a steady beat.</p> <p>I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p> <p>I can use the time signatures of: 2/4, 3/4, 4/4.</p>	
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3 and 4	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p>	As above	<ul style="list-style-type: none"> • Glockenspiels • Recorders • Locomotion Song • Let's work it out together song.

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		3 &4 continued	<p>Let's work it out together (part 1 and 2): Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.</p>		
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p> <p>Please be kind: Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups.</p>	As above	<ul style="list-style-type: none"> • Please be kind song • Gockenspiels

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>Assessment</p> <p>Children to sing and perform songs from the unit and copy back and improvise simple melodic patterns.</p> <p>Record children on the ipad.</p>	As above	<ul style="list-style-type: none"> • Songs from the unit • Please be Kind song
					<ul style="list-style-type: none"> •

Autumn Term 2 Year 3

Enjoying Improvisation

What does stories tell us about music from the past?

<i>Prior Learning</i>	<ul style="list-style-type: none"> Listen to a piece of music. Describe the tempo and dynamics. Can you copy back a simple melodic pattern? Can you make up a simple melodic pattern using CDE, GAB,? 				
<i>End Points</i>	<ul style="list-style-type: none"> 				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appraise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	Similarity and Difference Written, oral and creative expression	1 and 2	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p> <p>Love what we do (part 1 and 2): Children to find the pulse and beat, clap out the different patterns. And copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.</p>	<p>I can perform as part of an ensemble/choir.</p> <p>I enjoy singing solo.</p> <p>I can share my thoughts and feelings about the music with others.</p> <p>I can talk about the style of the songs.</p> <p>I can talk about what the song means.</p> <p>To become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range.</p>	<ul style="list-style-type: none"> Glockenspiels Recorders Love what we do song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Musical Reference Points	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	1 & 2 continued		<p>I can play and perform melodies following staff notation using a small range.</p> <p>I can compose in response to different stimuli eg: stories, verse, images and musical sources.</p> <p>I can find and keep a steady beat.</p> <p>I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p> <p>I can use the time signatures of: 2/4, 3/4, 4/4.</p>	<ul style="list-style-type: none"> •
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	3 & 4	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p>	As above	<ul style="list-style-type: none"> • When the saints go marching in song • Jaws theme tune • Glockenspiels and recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	<p>3 &4 continued</p>	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p> <p>When the saints go marching in (part 1 and 2): Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.</p>		<ul style="list-style-type: none"> •
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	<p>5</p>	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p> <p>MY Bonnie lies over the ocean: Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.</p>		<ul style="list-style-type: none"> • My Bonnie lies over the ocean • Glockenspiels • Recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	<p>6</p>	<p>Assessment</p> <p>Children to sing and perform songs from the unit and copy back and improvise simple melodic patterns.</p> <p>Record children on the ipad.</p>	<p>As above</p>	<ul style="list-style-type: none"> • Songs from the unit • Let's groove song
					<ul style="list-style-type: none"> •

Spring Term 1 Year 3

Composing Using Your Imagination *How does music make the world a better place?*

<i>Prior Learning</i>	<ul style="list-style-type: none"> Listen to a piece of music. Find the groove and beat. Can you make up a pattern using your body as percussion? 				
<i>End Points</i>	<ul style="list-style-type: none"> Copy simple rhythmic patterns , copy and improvise simple rhythmic patterns, perform as part of ensemble, play and perform simple melodies using staff notation. 				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, ap-praise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1 and 2	OO: I can understand notation, tempo and simple rhythmic and melodic patterns . LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC. Your Imagination (part 1 and 2): Children to find the pulse and beat, clap out the different patterns. And copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to compose with a set of instruments. Children to perform the song as a group.	I can perform as part of an ensemble/choir. I enjoy singing solo. I can share my thoughts and feelings about the music with others. I can talk about the style of the songs. I can talk about what the song means. To become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range.	<ul style="list-style-type: none"> Glockenspiels Recorders Disco Fever song Your Imagination song

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	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	3 & 4	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p>	As above	<ul style="list-style-type: none"> • Your Imagination song • Disco Fever song • Glockenspiels and recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		3 &4 continued	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p> <p>Your imagination (part 1 and 2): Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.</p>		<ul style="list-style-type: none"> •
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>OO: I can understand notation, tempo and simple rhythmic and melodic patterns .</p> <p>LO: I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. I can copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC.</p> <p>MY Bonnie lies over the ocean: Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.</p>		<ul style="list-style-type: none"> • My Bonnie lies over the ocean • Glockenspiels • Recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>Assessment</p> <p>Children to sing and perform songs from the unit and copy back and improvise simple melodic patterns.</p> <p>Record children on the ipad.</p>	As above	<ul style="list-style-type: none"> • Songs from the unit • Disco Fever song
					<ul style="list-style-type: none"> •