The Piggott School: Charvil Primary

'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Music Year 3

	Autumn 1 Ballads	Autumn 2 Christmas Carols (performance and singing technique)	Spring 1 Whole Class Instrument - Recorders	Spring 1 Pentatonic Melodies and Composition (Lunar New Year)	Summer 1 Traditional Instruments and Improvisation (India)	Summer 2 Developing Singing Technique (The Vikings)
Content Declarative Knowledge 'I know'	*To know what a ballad is *To know what lyrics are	*To know what a refrain is *To know what crescendo is	*To know crotchets are one beat	*To know what crescendo is *To know that some traditional music around the world is based on five notes called a 'pentatonic' scale CDEGA	*To know that Indian music uses all the sounds in between the 12 'notes' that are used in western music *To know what a 'tala', a 'rag' and a 'drone' are	*To know what crescendo is *To know crotchets are one beat *To know that written music tells us what note to play and for how long
Skills Procedural Knowledge 'I know how to'	**Listening** *Discussing the features of music using musical vocabulary *Explaining the changes within a piece of music using musical vocabulary *Describing details of a piece, verbally, and through movement **Composing** *Composing a piece of music in a given	**Performing** *Singing songs in a variety of musical styles with accuracy and control, showing developing vocal technique *Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance	**Performing** *Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance *Performing with basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology	**Listening** *Discussing the features of music using musical vocabulary *Understanding that music from different parts of the world, and different times, has different features **Composing** *Composing a piece of music in a given style with voices and instruments	**Listening** *Discussing the features of music *Understanding that music from different parts of the world, and different times, has different features *Explaining the changes within a piece of music using musical vocabulary **Composing** *Composing a piece of music in a given	**Listening** *Understanding that music from different parts of the world, and different times, has different features *Explaining the changes within a piece of music using musical vocabulary **Composing** *Combining melodies and rhythms to compose a multi-layered composition in a given style

	style with voices and instruments *Know when to use musical vocabulary to discuss improvements to their own and others' work **Performing** *Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique *Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance	*Know when to vary dynamics, tone to entertain audience	*Know when to vary dynamics and tone to entertain audience	*Using letter name and rhythmic notation (graphic or staff) to label and record their compositions *Know when to use musical vocabulary to discuss improvements to their own and others' work **Performing** *Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance *Performing with basic staff notation	style with voices and instruments *Combining melodies and rhythms to compose a multi-layered composition in a given style *Know when to use musical vocabulary to discuss improvements to their own and others' work **Performing** *Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance *Performing with basic staff notation	*Using letter name and rhythmic notation (graphic or staff) to label and record their compositions *Know when to use musical vocabulary to discuss improvements to their own and others' work **Performing** *Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance *Performing with basic staff notation
Vocabulary	Ballad, ensemble, compose	Chorus, refrain, verse, crescendo	Composition, notation, minim, quaver, melody, tempo, crotchet	Tempo, dynamics, crescendo, timbre, duration	Tala, rag, drone, Bollywood, dynamics, table, notation, sitar, tanpura, tempo	Composition, notation, minim, quaver, melody, tempo, crotchet
Key Questions	What is a ballad? What are lyrics? What is a stanza? What is important when you perform in an ensemble?	What makes an effective performance? What is a 'crescendo'? How can I identify the chorus/refrain/verse of a song?	What makes an effective performance?	What is a 'crescendo'? What is tempo? What is timbre? How many notes are in a pentatonic scale?	What is a sitar? What is a tabla? What is a tal? What is a drone? What is a rag?	What is texture? What are the two keys? What does a major/minor key sound like? How many beats is a crotchet/minim/quaver worth?

Assessment	Recording of class performance of ballad	Performance of carol concert	Class concert	Recordings of group performances – self-assessments	Recordings of group performances - Peer assessment	Recordings of group and class performances, self-assessment
Cross Curricular Links/Character Education	English: descriptive language Individual liberty: freedom during composition	Cultural: Christmas concert participation Cultural: appreciation of heritage and cultural influences	Individual liberty: freedom during composition	Cultural: Chinese New Year, understanding of cultural influences Individual liberty: freedom during composition	Cultural: Indian music, understanding of cultural influences Individual liberty: freedom during composition	History: Vikings Individual liberty: freedom during composition
	Mutual respect: collaboration Spiritual: sense of enjoyment and fascination about world					