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| Subject: Music | Year group: Year 3 | Topic: Summer Playing in an ensemble | Initiation & activation activities: |
| Prior knowledge required: required-Pupils should be able to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music. | | Vocabulary: | |
| Programme of Study: Year 3 and Year 4 * | Implementation: | Impact –lesson sequence: | Evaluations and assessments: |
| <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of | <p>Do the children know how to/ can the children:</p> <ul style="list-style-type: none"> • Demonstrate a developing ability to play a melody on the lower part of the violin, through a piece in humorous style? • Improve melody playing on the lower part of the violin? • Demonstrate active listening, follow music notation on the G string, looking at the A and B structure of the piece? • Demonstrate an awareness of musical notation and structure? • Play with increasing control and expression? • Start to recognise the building blocks of musical notation and structure? • Compare to other pieces with a similar structure? • Make music through singing and playing? • Continue to generate musical confidence, positive team building experience and play in an ensemble? • Play as an Individual, as part of a group interaction and as part of an ensemble. | | |

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| the history of music. | | | |
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* Remainder of Programme of Study is taught in Years 5 and 6 at middle school.