

Subject: Music	Year group: Year 3	Topic: Autumn Singing	Initiation & activation activities:
Prior knowledge 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"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p>Do the children know how to/ can the children:</p> <ul style="list-style-type: none"> <li>• Use " body percussion " effects and Introduction to pulse , rhythm and rest?</li> <li>• Know about pulse and rhythm awareness? (aural training).</li> <li>• Understand open strings violin awareness?</li> <li>• Start to recognise basic notation?</li> <li>• Have a greater understanding rhythm patterns in preparation composition? Feel, clap, sing and play pulse, semibreves, minims, crotchets and quavers?</li> <li>• Link rhythm to language? (English curriculum link : Poetry "Granny out at Sea " language patterns)</li> <li>• Name rhymes and rhythm games? " Bake-off rhythm layer cake "</li> <li>• Engage in leadership skills with group response? Rhythm game " Don't clap this one back "</li> <li>• Lead and responding to rhythms with confidence?</li> <li>• Use musical memory?</li> </ul>		

\* Remainder of Programme of Study is taught in Years 5 and 6 at middle school.