

Subject: Music	Year group: Year 3	Topic: Summer Rock style Violins	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"> • Develop rhythm and melody playing on the violin through a piece in rock style? • Experience a sense of achievement when attempting to play a violin piece in rock style? • Explore the use of dynamics and repetition to create musical effect? • Understand the use of dynamics and repetition to create musical effect? • Find out about the background of the music and story in context of ballet and dance? • Understand that music can describe a story in context of ballet and dance? • Learn how to play sound effects on the violin? • Create a Group composition using dynamics and sound effects? <i>Stavinsky's Firebird.</i> • In a group perform , record and evaluate the success? • Perform Legato, marcato and tremolo effects on the violin? • Engage in Individual work, group interaction and ensemble playing? • Write down sound effects, dynamics, sequence and repetition through a visual graphic score? • Within a group activity create an individual creation of a graphic score, based on a group composition of sound effects? • Create a graphic score including sound effects, dynamics, sequence and repetition? • Show a basic understanding of pedal note, tonic and dominant? • Play and/or sing a D-major scale? • Have knowledge of pedal note, tonic and dominant? 		

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