



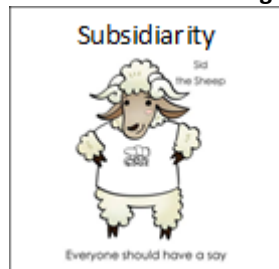


<p>Year Group: Y3</p>	<p>Title: City Life</p>
<p>National Curriculum coverage: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency and expression Compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand some 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 the history of music</p>	<p>Context: This topic was chosen to compliment the art project, the interests of the class and the cultural life of our country in this season It moves the children on from their boom whacker work by focussing on the development of expressive playing and composing It prepares children for the rhythmic work in Y4 and ensures that they are fluent in simple rhythmic notation before being introduced to the staff</p>
<p>Concepts:</p> <ul style="list-style-type: none"> • Listening • Performing • Composing • Evaluating 	<p>Pre & Post Learning: Defining the key vocabulary</p>
<p>Visits and Visitors: N/A</p>	<p>St. Mary's Experience: N/A</p>
<p>Careers/preparation for adulthood:</p> <p> Listening & Talking About Music</p> <ul style="list-style-type: none"> • Music journalist • Music producer • Radio presenter • Teacher <p> Singing with Confidence</p> <ul style="list-style-type: none"> • Professional singer • Musical theatre performer • Choir leader • Voice coach <p> Playing Instruments</p> <ul style="list-style-type: none"> • Orchestral musician • Band member • Music therapist • Film and TV musician <p> Composing & Writing Music</p> <ul style="list-style-type: none"> • Composer • Songwriter • Film or game music composer 	<p>Key People: N/A</p>






Catholic Social Teaching:



Subsidiarity – We work in groups to perform and create pieces of our music. We make sure that everyone has a role and a say.
Participation – We work as a class team to create musical performances. Everyone's contribution matters.



British Values:

-  **Democracy** - Pupils learn that everyone has a voice and that decisions can be made fairly.
-  **Rule of Law** - Pupils understand that rules help everyone work safely and successfully – link to following the written notations & etiquette for rehearsals & performances
-  **Mutual Respect** - Listening carefully to others' performances and giving constructive feedback. Working cooperatively in part-singing and ensemble playing. Acknowledging different strengths within the group.
-  **Tolerance** – Appreciation of diversity and different cultural traditions.
-  **Individual Liberty** - Pupils are encouraged to express themselves safely and respectfully

End points (by the time pupils leave St. Mary's):

1. Listen to a piece of music and make an accurate comment using a wide range of musical vocabulary
2. Perform (sing) with accuracy, fluency, control and expression within solo and ensemble settings including part songs
3. Perform (play) with accuracy, fluency, control and expression in solo and ensemble settings including part songs
4. Compose for a purpose and notate it using the staff or alternative notation

Prior knowledge:

Y1

- Listen to a piece of music and give a simple comment on the pitch, tempo, dynamics and feeling
- Perform (sing) some simple songs, chants and rhymes with some control over pitch and tempo
- Perform (play) some simple 8 beat rhythm patterns following simple notation on untuned percussion
- Create a musical sound which represents something
- Draw a symbol to represent a musical sound

Y2

- Listen to a piece of music and comment on the articulation, timbre and use some Italian vocabulary to comment on the dynamics
- Perform (sing) songs, chants and rhymes with thought to dynamics and mood
- Perform (play) some songs following simple notation on tuned percussion
- Create musical sequences using pitch and rhythm
- Draw crotchets, quavers and crotchet rests to show a rhythm pattern

Future knowledge: Y4

- Listen to a piece of music and make a comment on the time signature, texture and articulation (using Italian vocabulary)
- Perform (sing) and maintain vocal control whilst singing in parts
- Perform (play) notation on the staff which uses crotchets, quavers, crotchet rests and minims
- Compose a musical sequence giving thought to how it should be played
- Notate a composition on the staff

<p>Crucial knowledge: Y3</p> <ul style="list-style-type: none"> • Listen to a piece of music and use Italian vocabulary comment on the tempo and dynamics and any changes in either of these • Perform (sing) with accuracy of pitch and tempo in an ensemble • Perform (play) short and simple rhythms with fluency on untuned percussion following notation • Create a musical sequence to invoke a specific mood • Notate a simple composition using crotchets, quavers, crotchet rests and some expressive symbols 	<p>Vocabulary</p> <table border="1"> <tr> <td data-bbox="1111 201 1655 331"> <p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> </td> <td data-bbox="1655 201 2141 331"> <p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p> </td> </tr> <tr> <td data-bbox="1111 331 1655 560"> <p>Impact</p> </td> <td data-bbox="1655 331 2141 560"> <p>Unison Crescendo Decrescendo Adagio Allegro Rallentando Accelerando</p> </td> </tr> </table>		<p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p>	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p>	<p>Impact</p>	<p>Unison Crescendo Decrescendo Adagio Allegro Rallentando Accelerando</p>
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<p>Songs known by the end of Y3 selected from the following list (but not limited to):</p> <ul style="list-style-type: none"> • Sections of the Callow Mass e.g. Holy Holy and Gospel Acclamation • It's Coming Home • Links Recht • Tired, Tired chant • This Is Amazing Grace • Peruvian Gloria • Servant King • Were You There • The Wind Was Cold • Follow Me, Follow Me • Sing It In The Valleys • Sing Christingle • We Three Kings 	<p>Other musical opportunities:</p> <ul style="list-style-type: none"> • Violin lessons • Keyboard lessons • Clarinet lessons • Choir • Musical theatre club • St. Mary's Young Musician Of The Year • School music concerts • Watching a live musical performance 					
<p>Yearly Musical Opportunities</p>						
<p>Autumn Term:</p>	<p>Spring Term:</p>	<p>Summer Term:</p>				
<ul style="list-style-type: none"> • Weekly singing assemblies • Musician of the month • Tired, tired chant in history • Advent presentation • Mass • Carols by candlelight • Christingle 	<ul style="list-style-type: none"> • Weekly singing assemblies • Musician of the month • Mass • Holy Week presentation 	<ul style="list-style-type: none"> • Weekly singing assemblies • Musician on the month • City music project • Music assembly • Mass • World music day events 				