

Year 3 Medium Term Planning						
Advent 1 Y3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	<p>Pupils will know the rhythms to the new piece through <u>listening</u>. Pupils will know the style of the music Jazz. Pupils will know the differences between beat/pulse and rhythm.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style 	<p>Pupils will know how to hold their instrument correctly and make a controlled sound. Pupils will know how to play the rhythms to the piece on one note through <u>listening</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style 	<p>Pupils will know the meaning of a 4-beat call and response and <u>perform</u> it on their instrument. Pupils will know how to play the rhythms from week 1 and 2 with increased accuracy on their instruments.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style • Call and response 	<p>Pupils will know the word “<u>improvising</u>” and begin to demonstrate this on their instrument. Pupils will know how to play new notes and understand pitch.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style • Call and response • Improvising • Pitch 	<p>Pupils will know how to <u>improvise</u> with increased confidence, instrumental accuracy and control. Pupils will know the full structure of the piece. Pupils will <u>perform</u> together as whole class rehearsal.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style • Call and response • Improvising • Pitch • Performance 	<p>Pupils will know how to <u>perform</u> the piece with <u>musicianship</u>. Pupils will know how to <u>improvise</u> and use their <u>listening skills</u> to identify call and response and theme.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style • Call and response • Improvising • Pitch • Performance
Advent 2 Y3	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	<p>Pupils will know how to read basic stave notation within a small range of notes. Pupils will know what crotchets, minims and semibreves are. Pupils will know how to clap rhythm notation along with a backing track.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style 	<p>Pupils will know how to read stave notation within a small range of notes on their instrument. Pupils will know staves, bars, treble clef, and the time signature.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style • Stave • Stave notation 	<p>Pupils will know how to read stave notation within a small range of notes on their instrument. Pupils will know staves, bars, treble clef, and the time signature.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style • Stave • Staff notation • Time signature 	<p>All pupils will read from stave notation, and all will be given extension parts with new notes.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style • Stave • Staff notation • Time signature • Treble clef 	<p>Pupils will understand the difference between C and R and question/answer phrases, incorporating this within the piece.</p> <p>Advent.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style • Stave • Staff notation • Time signature • Treble clef 	<p>The 6-week project will be brought together where all pupils will <u>perform</u> the piece. Pupils will <u>perform</u> together as a group with control, <u>musicianship</u>, and rhythmic accuracy.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style

	<ul style="list-style-type: none"> • Stave • Staff notation • Time signature • Treble clef 	<ul style="list-style-type: none"> • Time signature • Treble clef 	<ul style="list-style-type: none"> • Treble clef 		<ul style="list-style-type: none"> • Harmony • Unison • Question and answer • Call and response 	<ul style="list-style-type: none"> • Stave • Staff notation • Time signature • Treble clef • Harmony • Unison • Question and answer • Call and response. • Performance techniques
Lent 1 Y3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	<p>Pupils will know how to play the beginning of the new piece, reading from stave notation. Pupils will know where their <u>composition</u> will be placed within the <u>performance</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Improvisation • Composition • Composer • Semibreve • Minim • Crotchet • Quaver 	<p>Pupils will know the difference between <u>improvisation</u> and <u>composition</u>. Whole class will work together on a four-bar group rhythm <u>composition</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver 	<p>Pupils will know how to <u>compose</u> between one and four bars of rhythm notated <u>composition</u> in pairs or small groups. e and See song”</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver • Crotchet rest 	<p>Pupils will <u>perform</u> and know where to play their <u>compositions</u> with the backing track to Rocking Out, using notated parts. Pupils will know how to combine rhythmic notation with note letter names.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver • Crotchet rest 	<p>Pupils will know the structure of the piece and be able to <u>perform</u> together the notated parts and compositions with the backing track.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver • Crotchet rest 	<p>Pupils will know how to <u>perform</u> the piece with <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver • Crotchet rest

Lent 2 Y3	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Medium term knowledge</p>	<p>Pupils will understand the style of Latin music. Pupils will <u>listen</u> to and understand the structure of the new piece. Pupils will read rhythm notation for the layering/ostinato section. Pupils will know a crotchet rest.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest 	<p>Pupils will know how to <u>perform</u> the ostinato/layering section of the piece on their instruments.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest 	<p>Pupils will know how to <u>perform</u> the notated part of the first section of the piece from stave notation. Pupils will know a quaver rest.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest • Quaver rest 	<p>Pupils will know how to <u>perform</u> the first and second section of the piece with controlled <u>musicianship</u>.</p> <p>Pupils will know the dynamics <i>Piano</i> and <i>forte</i>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest • Quaver rest • Dynamics 	<p>Pupils will know how to <u>perform</u> the whole piece from stave notation with dynamic contrast and <u>musicianship</u>.</p> <p>Pupils will know how to <u>sing</u> the chosen</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest • Quaver rest • Dynamics 	<p>Pupils will know how to <u>perform</u> Alright with <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest • Quaver rest • Dynamics

Pentecost 1 Y3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Medium term knowledge</p>	<p>Pupils will know the style Reggae through music <u>listening</u>. Pupils will know how to <u>perform</u> section A and B of the new piece from stave notation.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest 	<p>Pupils will know how to <u>perform</u> sections C and D from stave notation. Pupils will know how to <u>perform</u> sections A, B, C and D together.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest 	<p>Pupils will know the structure of sections E- H. Pupils will know how to apply <u>improvisation</u> and call and response <u>listening</u> to sections F and G.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest • Call and response • Improvisation • Listening 	<p>Pupils will know how to <u>compose</u> a 4-bar pitch notated rhythm and <u>perform</u> this for section H. Pupils will know how to combine rhythmic notation with note letter names.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest • Call and response • Improvisation • Listening • Composition 	<p>Pupils will know the structure of the whole piece. Pupils will know how to <u>perform</u> from stave notation within section A and B. Pupils will know how to <u>listen</u> and <u>perform</u> the call and response in section F. Pupils will know how to <u>perform</u> and <u>improve</u> within section G. Pupils will know how to perform their stave notated <u>composition</u> within section H.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest • Call and response • Improvisation • Listening • Composition 	<p>Pupils will know how to <u>perform</u> the whole piece with <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest • Call and response • Improvisation • Listening • Composition

Pentecost 2 Y3	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Medium term knowledge</p>	<p>Pupils will know the style Latin through music <u>listening</u>. Pupils will know how to <u>sing</u> the new lyrics within the new piece. Pupils will know how to clap the syncopated rhythms to the piece along to the lyrics. Pupils will know how to <u>perform</u> the rhythms by ear on one note.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Latin • Syncopation • Listening 	<p>Pupils will know how their chosen skill fits within the middle section of the piece. <u>Composing</u> pupils will know how to <u>compose</u> a 4-bar staff notated rhythm. <u>Improvising</u> pupils will know how to <u>improvise</u> a 4-bar rhythm.</p> <p>Question and answer pupils will know how to <u>compose</u> a 4-bar question-and-answer phrase.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R • Improvisation 	<p>Pupils will know the structure and <u>musicianship</u> required to <u>perform</u> the whole piece. Pupils will know how to rehearse and evaluate their performance.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R • Improvisation • Structure • Performance • Rehearse 	<p>Pupils will know which of the past <u>performance</u> pieces they will be re-visiting for an end of year summer concert. Pupils will know how to play the peice in full along with their chosen summer concert piece.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R • Improvisation • Structure • Rehearsal/Performance 	<p>Pupils know how to put together a programme for a summer concert <u>performance</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R • Improvisation • Structure • Performance • Rehearse • Dynamics • Rehearse 	<p>The 6-week project will be brought together where all pupils will <u>perform</u> & <u>Sing the piece</u> in a whole school assembly. Pupils will know how to <u>perform</u> together as a group with control, <u>musicianship</u>, and rhythmic accuracy.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R • Improvisation • Structure • Performance • Rehearse • Dynamics • Rehearse