

style Reggae through music listening. Pupils will know how to perform section A and B of the new piece from stave notation. By C and D together. Structure of sections E-H. Pupils will know how to apply improvisation and call and response to sections F and G. Structure of sections E-H. Pupils will know how to apply improvisation and call and response to sections F and G. Structure of sections E-H. Pupils will know how to apply improvisation and call and response to section H. Pupils will know how to apply improvisation and call and response to sections F and G. Structure of the whole piece. Pupils will know how to perform from stave notation. Pupils will know how to perform the call and response section. Pupils will know how to perform the call and response section. Pupils will know how to perform the call and response section. Pupils will know how to perform the call and response section. Pupils will know how to perform the call and response section. Pupils will know how to perform the call and response section. Pupils will know how to perform the call and response section. Pupils will know how to perform the call and response section. Pupils will know how to perform the call and response section. Pupils will know how to perform the call and response section.				YEAR 3 Pentecost 1: S	unshine		
Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Clap rhythm notation along with a backing track. Be able to read rhythm notation, and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Improvise on one or two notes on a tuned instrument. Differentiate between beat/pulse and rhythm. Be able to use their skills reading stave notation to play from sheet music. Pupils will: Compose a 4-bar notated rhythm and perform it. Combine Call and Response, Improvisation, and Composition skills in one piece. Week 1 Week 2 Week 3 Pupils will know the style Reggae through music listening. Pupils will know how to perform section A and B of the new piece from stave notation. Be dilum term knowledge Medium term knowledge New 1 Pupils will know how to perform section A and B of the new piece from stave notation. Be dilum term knowledge New 2 Week 3 Week 4 Week 5 Week 6 Pupils will know how to perform sections C and D from stave notation. Pupils will know how to perform sections A, stave notation. Be dilum term knowledge New 2 Week 3 Pupils will know how to perform sections C, all and response to section H. Pupils will know how to perform from stave notation. Pupils will know how to perform from stave notation. Be dilum term knowledge New 4 New 5 New 6 Pupils will know how to perform this for perform this for perform this for perform this for perform from stave notation. Pupils will know how to notation. Pupil	_	Pupils can:					
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improvisation section.							
Pupils will know how to							
perform composition.							
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Vocabulary	Reggae	Whole bar rest	Composer	Song writer	Composition	Assess
Individual Lesson Plan	 Listen to the new piece Sunshine discuss musical style and structure. Listen to a Reggae piece e.g. 3 Little Birds and discuss. Recall notation reading on board. Teach pupils about whole bar rests. Separate into instrument groups to learn section A and B from stave notation. Plenary: Groups to come back together to perform section A and B together. 	 Recall key words from last lesson. Recall performing section A and B from last lesson. Split into instrument groups to learn and rehearse sections C and D from stave notation. Plenary: Groups to come back together to perform sections A to D together. 	 Recall key words from previous lessons. Explain the structure of sections E to G. Class to stay together to revisit and rehearse call and response skills learnt in Advent term. Plenary: Class perform sections F and G with improvisation and call and response. 	 Recall key words from previous lessons. Explain the structure of composition section H. Class to stay together to revisit composition skills learnt in Lent term and compose a 4-bar stave notation rhythm to use in section H. Plenary: Class to play their composition with the backing track. 	 Recall key words from previous lessons. Separate into groups to rehearse piece in sections, incorporating the improvisation, call and response and composition into sections F-H Plenary: Groups come together to perform and video the whole piece. 	 Watch the video recording made last week, peer to peer assessment and appraisal. What went well and what could we improve? Rehearse for class performance, making any improvements discussed by pupils. Plenary: Perform Sunshine.



	YEAR 3 Pentecost 2: Toca Bonito						
Prior	Pupils can:						
Knowledge	Sing collectively at the same pitch.						
	Listen, review, and eval	Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.					
	Be able to read rhythm	notation, and associate	the correct names for lengt	ths of notes (Crotchet, Minim,	Quaver, Semi-Breve).		
	Perform together, follow	wing instructions that co	mbine the musical elemen	ts.			
	Improvise on one or two	o notes on a tuned instru	ument.				
	Differentiate between b	eat/pulse and rhythm.					
	Be able to use their skill	s reading stave notation	to play from sheet music.				
	Improvise on one or two	o notes.					
New	Pupils will:						
knowledge	Perform at least one pie	ece with confidence.					
	Extend their improvisat	ion skills to be able to im	provise on multiple notes	on a tuned instrument.			
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Medium term knowledge	Pupils will know the style Latin through music listening. Pupils will know how to sing 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 perform the rhythms by ear on one note.	Pupils will know how their chosen skill fits within the middle section of the piece. Composing pupils will know how to compose a 4-bar staff notated rhythm. Improvising pupils will know how to improvise a 4-bar rhythm. Question and answer pupils will know how to compose a 4-bar	Pupils will know the structure and musicianship required to perform the whole piece. Pupils will know how to rehearse and evaluate their performance.	Pupils will know which of the past performance pieces they will be revisiting for an end of year summer concert. Pupils will know how to play the piece in full along with their chosen summer concert piece.	Pupils know how to put together a programme for a summer concert performance.	The 6-week project will be brought together where all pupils will perform & Sing the piece in a whole school assembly. Pupils will know how to perform together as a group with control, musicianship, and rhythmic accuracy.	



Vocabulary	Syncopation	question-and-answer phrase. Question and	Improvisation	Rehearse	Programme	Assess
Individual Lesson Plan	 Listen to the new piece Toco Bonito discuss musical style and structure. Listen to a Latin piece e.g. 3 Oye Coma Va by Santana. Teach pupils the lyrics to Toco Bonito and sing along with backing track. Teach pupils how to clap the Toco rhythm along to the backing track. 	 Recall key words from last week. Sing Toco Bonito along with the backing track. Pupils to decide which skill they feel they were best at/ enjoyed the most over the course of year 3: Improvising, Composing or question and answer. Pupils in 3 groups to work on 	 Recall key words from last lesson. Instrument groups to stay together to rehearse the whole piece, incorporating the composition, improvisation, and question/answer phrases in the middle section. Plenary: Perform and video the whole of Toco Bonito. Recall key words from last week. 	 Recall key words from last lesson. Instrument groups to stay together to rehearse Toco Bonito and other performance pieces chosen from Advent and Lent terms for summer concert. Revise and rehearse performance techniques. Plenary: Dress rehearsal for summer concert performance. Peer to peer appraisal. What went well and what could we improve 	 Revise key words from last lesson. Either as a class or in small groups, pupils decide a running order for their concert, exploring how to put together a balanced program. Rehearse the pieces in program order. Plenary: What went well? What improvements could be made? 	**Summer concert** Recall key performance skill techniques discussed last lesson. Discuss appraisal from plenary last lesson. Rehearse pieces with any changes to be made implemented. Plenary: Perform and video concert



Separate into	improvisation,	for our performance
instrument groups	question and	next week?
to learn how to	answer or	
play Toco, by ear,	composition.	
on one note on	Plenary: Groups	
our instrument.	to come together	
Plenary: Groups come together to perform the one note rhythm and the lyrics to the backing track.	and perform to each other. Peer to peer appraisal.	