



Saint Mary's Primary Music Overview – Wolfcubs (Y3)

TERM	AUTUMN	SPRING	SUMMER
TOPIC	BALLADS	DJEMBE	JAZZ
Musician of month for:	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>		
MUSICAL INSTRUMENTS	PERCUSSION	DJEMBE DRUMS	GLOCKENSPIELS
PERFORM	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Pronounce words within a song clearly. • Show control of voice. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. 	<ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. (glockenspiels)
TRANSCRIBE	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest when composing. 	<ul style="list-style-type: none"> • Recognise and play crochets and crochet rests. • Begin to read minims and minim rests. • Devise non-standard symbols to indicate when to play and rest when composing. 	<ul style="list-style-type: none"> • Begin to recognise notes on the musical stave. (reading and playing C, D and E). • Recognise and play crochets and crochet rests. • Begin to read minims and minim rests.
COMPOSE	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a Djembe drum 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use ipads to compose pieces of music. (Chrome music lab)
LISTEN AND APPRAISE	<ul style="list-style-type: none"> • Understand the terms duration, timbre, pitch, beat, tempo and use of silence to describe music. 	<ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<ul style="list-style-type: none"> • Understand the terms duration, timbre, pitch, beat, tempo and use of silence to describe music.

KEY VOCABULARY

-beat

-dynamics (forte/piano)

-pitch

Tempo (largo/moderato/presto)

-timbre

-compose

-call and response

-verse and chorus

-melody

-duration

-tempo

-rest

-notation

-improvise

-round



Saint Mary's Primary Lesson Overview – Wolfcubs (Y3)

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Musician of month for:	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>		
Lesson 1	LO: To sing a ballad and explain what it is.	<u>Lessons taught through music teacher Matt Berry</u> To understand pulse and learn Djembe technique and explore pitch and timbre To understand rhythm and perform it To start to learn an arrangement To be able to read and write rhythms and work on basic notation To compose their own 4 beat rhythm To follow the pulse to a backing track To develop notation skills and introduce mixed groups (quavers/semi quavers/rests) To perform as an ensemble and solo. To recap music terminology	LO: To listen to a range of jazz music
Lesson 2	LO: To perform a ballad with an understanding of style.		LO: To sing and clap a syncopated rhythm for a ragtime style song.
Lesson 3	LO: To understand the story behind the song.		LO: To improvise a call and response .
Lesson 4	LO: To experiment writing lyrics to go with the story.		LO: To create and recall a scat singing call.
Lesson 5	LO: To choose story and ballad and write lyrics that rhyme.		LO: To write a jazz motif using a swung rhythm.
Lesson 6	LO: To accurately perform the lyrics.		LO: To Create and play a jazz version of a nursery rhyme using