



Lawn Music Curriculum



Year Three Progression of Knowledge and Skills

Units of Work:	Developing notation skills Enjoying improvisation Composing using your imagination Sharing musical experiences Learning more about musical styles Recognising different sounds
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National Curriculum

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:

- 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 the history of music.

Key Vocabulary

Structure, Intro, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drum, guitar, keyboards, synthesiser, hook, melody, texture, electric guitar, organ, backing vocals, hook, riff, melody, reggae, pentatonic scale, imagination, disco

What pupils need to know or do to be secure

Musicianship: Understanding Music

Prior Learning	Future Learning
<p>Know how to use body percussion and percussion instruments to create a rhythmic and pitch pattern.</p> <p>Know how to copy back a simple melodic pattern.</p> <p>Know how to create a melodic pattern in the key centres of C major, G major and A minor.</p>	<p>Know about time signatures of 2, 3 and 4 beats in the bar.</p> <p>To know about the note length of crotchets, minims, quavers and rests.</p>

Knowledge and skills:

Use body percussion instruments and voices,

In the centres of C major, G major and A minor.

In the time signature of 2/4, 3/4 and 4/4

Copy back and improvise simple rhythmic patterns, using minims, crotchets, quavers and their rests and using the notes {C, D, E} {G, A, B} {F, G, A} {A, B, C}

Listening: Respond/Analyse

Prior learning	Future learning
<p>To know about the different groupings of beats.</p> <p>To use appropriate vocabulary to talk about the style of a piece of music.</p> <p>To recognise and name some orchestral and band instruments.</p>	<p>To know when the tempo of a piece of music changes and to keep a steady beat in time with the changes.</p> <p>To be able to invent actions to move in time with the music.</p> <p>To be able to identify instruments that you hear playing.</p>

Knowledge and skills:

Share your thoughts and feelings about the music together.

Find the beat or the groove of the music.

Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes.

Invent actions to move in time with the music.

Talk about what the song or piece of music means.

Identify some instruments you can hear playing.

Talk about the style of music.

Singing

Prior Learning

To show an increased awareness of pitch accuracy when singing.
To know about and demonstrate an awareness of dynamics and tempo when singing.

Future Learning

To show an awareness of following the beat when singing.
To know how to achieve clear diction when singing.
To show an awareness of how to add appropriate expression when singing to convey meaning.

Knowledge and skills:

Sing as part of choir.

Sing a widening range of unison songs, of varying styles and structures.

Demonstrate good singing posture.

Sing with an awareness of following the beat.

Sing with attention to clear diction.

Sing expressively, with attention to the meaning of the words.

Understand and follow the conductor.

Copy back simple melodic phrases using the voice.

Notation

Prior learning

To have an understanding of standard notation of semibreves.
To recognise a stave of five lines and the musical notation on it.
To understand hand signals as musical notation.

Future learning

To use standard notation for minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers.
To recognise and name the treble clef, time signature and lines and spaces on a stave.

Knowledge and skills:

Explore ways of representing high, low, long and short sounds using symbols and other forms of notation.
Explore standard notation using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers and simple combinations of {C, D, E, F, G, A, B} {F, G, A, Bb, C} {G, A, B, C, D, E} {E, F#, G#, A, B}
Identify stave, treble clef, time signature, lines and spaces on the stave.
Identify the difference between crotchets and paired quavers.

Playing instruments

Prior Learning

Consolidate playing a simple melodic instrumental part.

Future Learning

To play a simple melodic instrumental part in C major, F major, G major and E major.
To begin to play a tuned instrument such as a ukulele or recorder.

Knowledge and skills:

Rehearse and learn to play a simple melodic instrumental part in C major, F major, G major and E major.
Develop facility in playing tuned percussion a melodic instrument such as a violin, recorder or ukulele.

Creating: Improvising

Prior Learning

To know how to improvise using question and answer phrases on untuned percussion.

Future Learning

To be able to compose over a groove.
To compose over a drone.
To include a beginning, middle and end in compositions.

Knowledge and skills:

Explore improvisation within a major scale using these notes: {C,D,E} {C,D,E,F,G} {C,D,E,G,A} {G,A,B} {G,A,B,D,E} {G,A,B,C,D} {F,G,A} {F,G,A,C,D}

Increase repertoire in improvising using voices, tuned and untuned percussion and instruments.

Compose over a simple groove.

Compose over a drone.

Begin to structure musical ideas to include a beginning middle and end.

Creating: Composing

Prior Learning

To know how to use graphic symbols, dot notation and stick notation to record own graphic score.

To be able to create own simple melody using crotchets, quavers and minims.

Future Learning

To know how to structure own compositions using verse, chorus or AB form.

To know how to compose over a drone, groove and chord progression.

Knowledge and Skills:

Compose over a chord progression.

Compose over a simple groove.

Compose over a drone.

Start to use simple structures within compositions e.g. introduction, verse, chorus or AB form.

Use simple dynamics.

Compose song accompaniments on tune and untuned percussion using known rhythms and note values.

Performing:

Prior Learning

To be able to add appropriate actions and instrumental parts and to understand what it means to rehearse these.

To be able to distinguish between rehearsal and performance.

Future Learning

Playing and performing melodies following staff notation.

To be able to talk about performances and feelings relating to performance.

Knowledge and skills:

Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.

Include any actions, instrumental parts, composed passages and improvisations within the rehearsal.
Reflect on feelings about sharing and performing.