

## Music Curriculum Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b><u>Let Your Spirit Fly</u></b> Genre: RnB Understanding the influences of the RnB genre</p> <p>I know how to play clear notes on instruments I know how to create repeated patterns with different instruments</p>	<p><b><u>Glockenspiel Stage 1</u></b> Genre: N/A Exploring and developing instrumental playing skills</p> <p>I know how to play clear notes on instruments I know how to create repeated patterns with different instruments</p>	<p><b><u>Three Little Birds</u></b> Genre: Reggae Reggae artists and Jamaican music</p> <p>I know how to use musical words to describe a piece of music and compositions. I know how to use musical words to describe what I like and do not like about a piece of music.</p>	<p><b><u>The Dragon Song</u></b> Genre: Pop The history of music. Links to traditional folk tunes and tales</p> <p>I know how to sing a tune with expression I know how to compose melodies and songs</p>	<p><b><u>Bringing Us Together</u></b> Genre: Disco Understanding the link between tempo and dance styles</p> <p>I know how to use different elements in my composition I know how to combine different sounds to create a specific mood or feeling I know how to improve my work; explaining how it has been improved</p>	<p><b><u>Reflect, Rewind and Replay</u></b> Genre: Classical The history of music. Look back and consolidate your learning. Learn the language of music</p> <p>I know how to create accompaniments for tunes I know how to recognise the work of at least one famous composer</p>
Cross curricular links	Cornish Church music (local context)	Egyptian music and instruments (History)	Developing vocabulary (English)	Friendship, kindness, respect, acceptance and happiness (RSHE)	Create a Stone Age song (History)	Discuss musicians as a career (aspiring futures)
<b>Key Vocabulary-</b> which all children must be familiar with.	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, reggae	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody	Recap all previous vocabulary

<b>Extended writing opportunities</b>	The origins of Gospel music	Egyptian instruments	Factfile on Bob Marley	Folktales from around the world	Write an evaluation of composition	My music learning this year
<b>Assessment video/audio recording</b>	Play and copy back using notes C and D on a tuned instrument	Improvise simple tunes on a tuned instrument using notes C, D, E and F	Using a range of musical words to describe Reggae music	Singing in unison (small groups and whole class)	Compose a piece of music from a stimulus	Matching pieces of music to their composers and the genre of music
<b>Model Music Curriculum links</b>	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range	The teaching and learning of music is enriched by developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values.	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers.