



Autumn 1					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Environment Musical focus: Composition Subject Link: Geography			Building Musical Focus: Beat Subject Link: Design and technology		
Learning Objectives					
<u>My Place</u> I can select descriptive sounds to accompany a poem. I can create a musical re-telling of a poem. I can sing in two part harmony. I can accompany a song with a melodic ostinato.	<u>Under the bridge</u> I can explore timbre to create a descriptive piece of music. I can learn about ternary form. I can sing a song with expression.	<u>Our place</u> I can develop the lyrics of a song. I can chose timbre to make an accompaniment. I can combine chants and sound pictures in a class performance in rondo structure.	<u>Hard hat zone</u> I can understand how music can be organised in sequences and layers. I can use voices and actions to perform simple rhythms with a steady beat.	<u>Tea Break</u> I can understand how music can be organised in sequences and layers. I can combine rhythms in layers.	<u>Building site</u> I can create music using children's own ideas. I can make choices about musical structure.
Key Vocabulary •Timbre •Ostinato	Key Vocabulary •Pitch •Drone •Tempo •Dynamics •Expression •Ternary	Key Vocabulary •Ternary •Rondo •Chorus •Verse •Rhythm •Phrase •Soundscape	Key Vocabulary •Beat •Rhythm	Key Vocabulary •Rhythm •Ostinato/ostinati •Sequence •Layer	Key Vocabulary •Rhythm •Ostinato •Sequence •Layer •Score



St Charles Catholic Primary School
Year 3 Medium Term Plan

Music Medium Term Plan

Key NC areas covered

- Pupils sing, using their voices with increasing accuracy, fluency, control and expression
- Pupils compose music
- Pupils explore structure, timbre, and appropriate musical notations
- Pupils create music on their own and with others

Key NC areas covered

- Pupils listen with attention to detail and recall sounds with increasing aural memory
- Pupils explore structure and duration
- Pupils organise and manipulate ideas within musical structures
- Pupils create music on their own and with others



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Music Medium Term Plan

Autumn 2					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sounds Musical focus: Exploring sounds Subject Link: Geography			Poetry Musical Focus: Performing Subject Link: English		
Learning Objectives					
<u>Stamping Tubes</u> I can learn how sounds are produced and how instruments are classified. I can learn about aerophones.	<u>Dis long time, gal</u> I can learn how sounds are produced and how instruments are classified. I can understand musical conversation structure. I can learn about idiophones. I can develop and understanding of call and response.	<u>Patterns in the night</u> I can learn how sounds are produced and how instruments are classified. I can learn about chordophones. I can create a call and response.	<u>Playground song</u> I can enhance and extend the performance of a poem using vocal patterns.	<u>Sounds</u> I can improvise descriptive music.	<u>Bug chant</u> I can identify a sequence of sounds (structure) in a piece of music. I can respond to music through movement.
Key Vocabulary •Aerophone •Pitch •Phrase	Key Vocabulary •Idiophone •Call and response •Off-beat	Key Vocabulary •Pitch •Chordophone •Verse •Chorus •Phrase	Key Vocabulary •Texture •Tempo •Pitch •Dynamics •Interlude •Coda •Rhythm	Key Vocabulary •Beat •Dynamics •Duration	Key Vocabulary •Rhythm •Call and response •Coda



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Year 3 Medium Term Plan

Music Medium Term Plan

Key NC areas covered

- Pupils understand and explore how music is created, produced, and communicated
- Pupils appreciate and understand a wide range of recorded music drawn from different traditions, including the works of the great musicians
- Pupils learn to sing and play a musical instrument
- Pupils perform in an ensemble context

Key NC areas covered

- Pupils improvise music
- Pupils use their voices with accuracy, fluency, control, and expression
- Pupils explore structure, timbre, and dynamics



Spring 1					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
China Musical focus: Pitch Subject Link: Maths			Time Musical Focus: Beat Subject Link: Maths		
Learning Objectives					
<u>Pentatonic melodies</u> I can understand the pentatonic scale.	<u>Pentatonic bricks</u> I can understand graphic notation with the pentatonic scale. I can understand pitch through composing, notating, and reading graphic notation. I can perform a pentatonic song with tuned and untuned accompaniment.	<u>Gung Hay Fat Choy</u> I can explore the pentatonic scale. I can play in steps using graphic notation.	<u>Metres</u> I can identify the metre in a piece of music I can play independent parts in more than one metre simultaneously	<u>Carillon</u> I can identify and perform an ostinato I can improvise to an ostinato accompaniment	<u>Keep in time</u> I can perform rhythmic ostinati individually and in combination I can layer rhythms I can recognise rhythm patterns in staff notation
Key Vocabulary •Chordophone •Pentatonic •Pitch	Key Vocabulary •Pentatonic •Pitch	Key Vocabulary •Pentatonic •Glissando	Key Vocabulary •Beat •Metre •Ostinato/ostinati	Key Vocabulary •Carillon •Dynamics •Beat •Pitch •Metre	Key Vocabulary •Beat •Rhythm •Metre •Ostinato/ostinat



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Year 3 Medium Term Plan**

Music Medium Term Plan

Key NC areas covered

- Pupils explore pitch, appropriate musical notations, and timbre
- Pupils learn to sing and to play a musical instrument
- Pupils listen to, review, and evaluate music across a range of genres, styles and traditions
- Pupils understand and explore how music is created

Key NC areas covered

- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils use and understand staff notation (rhythm)
- Pupils learn to sing and to play a musical instrument
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures



Spring 2					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
In the Past Musical focus: Pitch Subject Link: PE			Communication Musical Focus: Composition Subject Link: Computing		
Learning Objectives					
Hi lo, middle lo I can understand pitch I can learn to read simple pitch notation	Back in Time I can understand and use pitch notations	Bransle Simple I can read simple rhythm notation I can learn a Tudor dance	Emoticons I can represent sounds with symbols	Ringtones I can use voices creatively and expressively	Smiley game I can create and perform from a symbol score
Key Vocabulary •Pitch	Key Vocabulary •Pitch •Drone •Notation •Stave •Crotchet •Quaver	Key Vocabulary •Pitch •Dynamics •Beat •Rhythm	Key Vocabulary •Timbre •Dynamics •Duration	Key Vocabulary •Pitch •Dynamics •Duration	Key Vocabulary •Pitch •Dynamics •Tempo •Glissando
Key NC areas covered • Pupils explore pitch, structure, and appropriate musical notations • Pupils use and understand staff notations • Pupils develop an understanding of the history of music • Pupils listen with attention to detail and recall sounds with increasing aural memory			Key NC areas covered • Pupils listen with attention to detail and recall sounds with increasing aural memory • Pupils improvise and compose music using the inter-related dimensions of music • Pupils learn to sing and play a musical instrument		



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Music Medium Term Plan

Summer 1					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Human Body Musical focus: Structure Subject Link: Science			Singing French Musical Focus: Pitch Subject Link: Foreign Languages		
Learning Objectives					
<u>Bones</u> I can understand call and response structure I can perform word rhythms I can explore sounds	<u>Muscles</u> I can sing in two parts I can perform call and response structure I can explore sounds	<u>Skeleton</u> I can understand and perform binary form I can perform call and response	<u>Bonjour, mes amis</u> I can understand pitch through melody I can develop a song	<u>Ma famille</u> I can understand pitch through singing and playing a melody	<u>A douze</u> I can recognise pitch shapes I can read notations to play a melody
<u>Key Vocabulary</u> •Call and response •Beat •Rhythm	<u>Key Vocabulary</u> •Call and response •Melody	<u>Key Vocabulary</u> •Binary form •Call and response •Tempo •Mood •Rhythm •Dynamics	<u>Key Vocabulary</u> •Beat •Pitch •Melody •Phrase	<u>Key Vocabulary</u> •Pitch •Drone •Tempo •Dynamics •Expression •Ternary	<u>Key Vocabulary</u> •Pitch •Metre •Hocket
<u>Key NC areas covered</u> • Pupils play and perform, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • Pupils explore structure, texture, and timbre • Pupils improvise and compose music • Pupils create music on their own and with others			<u>Key NC areas covered</u> • Pupils explore pitch, structure, and appropriate musical notations • Pupils learn to sing and to play a musical instrument • Pupils reproduce sounds from aural memory • Pupils understand and explore how music is created		



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Music Medium Term Plan

Summer 2					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Ancinet Worlds Musical focus: Structure Subject Link: History			Food and Drink Musical Focus: Performing Subject Link: Design technology		
Learning Objectives					
<u>Orpheus</u> I can explore tuned and untuned percussion to create soothing, repetitive music based on ostinati I can sing a song and accompany it with tuned percussion ostinati	<u>Echo</u> I can explore musical phrases, melodic imitation and rounds	<u>Story songs</u> I can perform a round in three parts I can arrange an accompaniment with attention to balance and musical effect	<u>Bananas</u> I can explore simple accompaniments using beat and rhythm patterns	<u>Mealtime</u> I can use a score and combine sounds to create different musical textures	<u>Shortnin' bread</u> I can explore different types of accompaniment
Key Vocabulary •Ostinato/ostinati •Dynamics	Key Vocabulary •Echo •Sequence •Pitch •Round	Key Vocabulary •Round •Ostinato/ostinati	Key Vocabulary •Beat •Rhythm •Tempo	Key Vocabulary •Pitch •Dynamics •Texture •Round	Key Vocabulary •Drone •Ostinato/ostinati •Pitch
<u>Key NC areas covered</u> • Pupils develop an understanding of the history of music • Pupils use their voices and play musical instruments with increasing accuracy, fluency, control, and expression • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures			<u>Key NC areas covered</u> • Pupils learn to sing and to play a musical instrument • Pupils perform, listen to, review, and evaluate music across a range of styles • Pupils play and perform in an emsemble context		