

**Music Unit of Work  
Year 3 Autumn**

Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary	
<b>Recorder</b>	<b>Year 2</b> <ul style="list-style-type: none"> <li>Perform to an audience</li> <li>Play instruments with accuracy and demonstrate rhythmic awareness</li> <li>Have a vocab knowledge bank of musical terms (3-8 words) and talk about them in context</li> <li>Develop a sense of own musical capabilities</li> <li>Appreciate the benefits to themselves of musical experiences</li> <li>Learn about famous musicians and see music as a “job”</li> <li>Work collaboratively to create short pieces of their own music</li> </ul>	<b>Year 4</b> <ul style="list-style-type: none"> <li>To play melodic pieces fluently using different fingers in two-parts</li> <li>To form strum and break 3 (all) 5 (some) or 8(few) chords</li> <li>To be confident in performing to others</li> <li>To improvise and compose</li> <li>To have a knowledge of significant genres and musicians</li> <li>To be able to recognise key elements of music</li> <li>To have gained musical knowledge that can transfer to other instruments and other musical styles</li> </ul>	<ul style="list-style-type: none"> <li>Pulse/beat</li> <li>Rhythm</li> <li>Pitch</li> <li>Tempo</li> <li>Dynamics</li> <li>Melody</li> <li>Lyrics</li> <li>Tuned/untuned</li> </ul>	<ul style="list-style-type: none"> <li>Loud/Soft</li> <li>Call and response</li> <li>Solo</li> <li>Duet</li> <li>Unison</li> <li>Ostinato</li> <li>Round</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improve and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Use and understand staff and other musical notations</li> <li>Develop an understanding of the history of music</li> </ul>			
<b>Knowledge:</b>			<b>Key Vocabulary</b>	
<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to play B A G</li> <li>Know the notes B A G on the staff</li> <li>Know how to compose my own music using notes B A G</li> <li>Know the value of crotchet and minim beats</li> <li>Know how to sing with mostly accurate pitch and expression</li> <li>Know how to describe a piece of music using musical elements</li> <li>Know how to perform for an audience</li> </ul>		Tonguing, blowing, overblowing, pulse, tempo, crotchet, minim, improvisation, pitch	
<b>Assessment Outcomes</b>	<p align="center"><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>I can play B A G on the recorder</li> <li>I can have good posture and correct hand positioning</li> <li>I can confidently play several pieces using B A G</li> <li>I can perform for others</li> </ul>		<p align="center"><b>Declarative Knowledge</b></p> <ul style="list-style-type: none"> <li>I can read basic musical notation (crotchet, minim)</li> <li>I can use my knowledge of musical elements to describe pieces of music</li> </ul>	
<b>Significant music</b>				

**Music Unit of Work  
Year 3 Spring**

<b>Unit</b>	<b>Prior learning (Retrieval)</b>	<b>Future learning</b>	<b>Prior Key Vocabulary</b>	
<b>Recorder</b>	<b>Year 2</b> <ul style="list-style-type: none"> <li>Perform to an audience</li> <li>Play instruments with accuracy and demonstrate rhythmic awareness</li> <li>Have a vocab knowledge bank of musical terms (3-8 words) and talk about them in context</li> <li>Develop a sense of own musical capabilities</li> <li>Appreciate the benefits to themselves of musical experiences</li> <li>Learn about famous musicians and see music as a “job”</li> <li>Work collaboratively to create short pieces of their own music</li> </ul>	<b>Year 4</b> <ul style="list-style-type: none"> <li>To play melodic pieces fluently using different fingers in two-parts</li> <li>To form strum and break 3 (all) 5 (some) or 8(few) chords</li> <li>To be confident in performing to others</li> <li>To improvise and compose</li> <li>To have a knowledge of significant genres and musicians</li> <li>To be able to recognise key elements of music</li> <li>To have gained musical knowledge that can transfer to other instruments and other musical styles</li> </ul>	<ul style="list-style-type: none"> <li>Pulse/beat</li> <li>Rhythm</li> <li>Pitch</li> <li>Tempo</li> <li>Dynamics</li> <li>Melody</li> <li>Lyrics</li> <li>Tuned/untuned</li> </ul>	<ul style="list-style-type: none"> <li>Loud/Soft</li> <li>Call and response</li> <li>Solo</li> <li>Duet</li> <li>Unison</li> <li>Ostinato</li> <li>Round</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improve and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Use and understand staff and other musical notations</li> <li>Develop an understanding of the history of music</li> </ul>			
<b>Knowledge:</b>			<b>Key Vocabulary</b>	
<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to play G A B C D</li> <li>Know the notes G A B C D on the stave</li> <li>Know how to compose my own music using notes G A B C D</li> <li>Know the value of quavers</li> <li>Know how to sing with mostly accurate pitch and expression</li> <li>Know how to describe a piece of music using musical elements</li> <li>Know how to perform as an ensemble</li> <li>Know how to perform for an audience</li> </ul>		Pulse, tempo, stave, crotchet, minim, quaver, time signature, bar line	
<b>Assessment Outcomes</b>	<p align="center"><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>I can play G A B C D on the recorder</li> <li>I can confidently play several pieces using G A B C D</li> <li>I can compose a piece of music</li> </ul>		<p align="center"><b>Declarative Knowledge</b></p> <ul style="list-style-type: none"> <li>I can understand the breath control needed for C and D</li> <li>I can read basic musical notation (crotchet, minim and quaver)</li> </ul>	
<b>Significant music</b>				

**Music Unit of Work  
Year 3 Summer**

Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary	
<b>Recorder</b>	<b>Year 2</b> <ul style="list-style-type: none"> <li>Perform to an audience</li> <li>Play instruments with accuracy and demonstrate rhythmic awareness</li> <li>Have a vocab knowledge bank of musical terms (3-8 words) and talk about them in context</li> <li>Develop a sense of own musical capabilities</li> <li>Appreciate the benefits to themselves of musical experiences</li> <li>Learn about famous musicians and see music as a “job”</li> <li>Work collaboratively to create short pieces of their own music</li> </ul>	<b>Year 4</b> <ul style="list-style-type: none"> <li>To play melodic pieces fluently using different fingers in two-parts</li> <li>To form strum and break 3 (all) 5 (some) or 8(few) chords</li> <li>To be confident in performing to others</li> <li>To improvise and compose</li> <li>To have a knowledge of significant genres and musicians</li> <li>To be able to recognise key elements of music</li> <li>To have gained musical knowledge that can transfer to other instruments and other musical styles</li> </ul>	<ul style="list-style-type: none"> <li>Pulse/beat</li> <li>Rhythm</li> <li>Pitch</li> <li>Tempo</li> <li>Dynamics</li> <li>Tonguing</li> <li>Crotchet</li> <li>Minim</li> <li>Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Loud/Soft</li> <li>Call and response</li> <li>Solo</li> <li>Duet</li> <li>Unison</li> <li>Ostinato</li> <li>Round</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improve and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Use and understand staff and other musical notations</li> <li>Develop an understanding of the history of music</li> </ul>			
<b>Knowledge:</b>			<b>Key Vocabulary</b>	
<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to play the notes G, A, B, C, low E, low D, low F,</li> <li>Know how to read G, A, B, C, low E, low D, low F, high E on a stave</li> <li>Know how to improvise with given notes</li> <li>Know how to sing with mostly accurate pitch and expression</li> <li>Know how to describe a piece of music using musical elements</li> <li>Know the difference between jazz and blues music styles</li> </ul>		Octave, syncopation, tempo, stave, quaver, time signature, bar line	
<b>Assessment Outcomes</b>	<p align="center"><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>I can play low D and E, F, G, A, B, C, D and high E</li> <li>I can sing with mostly accurate pitch and expression</li> <li>I can perform in the style of jazz and blues</li> </ul>		<p align="center"><b>Declarative Knowledge</b></p> <ul style="list-style-type: none"> <li>I can read notes on a stave</li> <li>I can understand jazz and blues music and its context</li> <li>I can recognise key elements of music (especially dynamics, tempo, structure and melody)</li> </ul>	
<b>Significant music</b>				