

Music Unit of Work
Year 3 Autumn

Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary	
Recorder	Year 2 <ul style="list-style-type: none">Perform to an audiencePlay instruments with accuracy and demonstrate rhythmic awarenessHave a vocab knowledge bank of musical terms (3-8 words) and talk about them in contextDevelop a sense of own musical capabilitiesAppreciate the benefits to themselves of musical experiencesLearn about famous musicians and see music as a “job”Work collaboratively to create short pieces of their own music	Year 4 <ul style="list-style-type: none">To play melodic pieces fluently using different fingers in two-partsTo form strum and break 3 (all) 5 (some) or 8(few) chordsTo be confident in performing to othersTo improvise and composeTo have a knowledge of significant genres and musiciansTo be able to recognise key elements of musicTo have gained musical knowledge that can transfer to other instruments and other musical styles	<ul style="list-style-type: none">Pulse/beatRhythmPitchTempoDynamicsMelodyLyricsTuned/untuned	<ul style="list-style-type: none">Loud/SoftCall and responseSoloDuetUnisonOstinatoRound
National Curriculum Subject Content:	<ul style="list-style-type: none">Listen with attention to detail and recall sounds with increasing aural memoryPlay and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprove and compose music for a range of purposes using the interrelated dimensions of musicAppreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musiciansUse and understand staff and other musical notationsDevelop an understanding of the history of music			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none">Know how to play B A GKnow the notes B A G on the staveKnow how to compose my own music using notes B A GKnow the value of crotchet and minim beatsKnow how to sing with mostly accurate pitch and expressionKnow how to describe a piece of music using musical elementsKnow how to perform for an audience		Tonguing, blowing, overblowing, pulse, tempo, crotchet, minim, improvisation, pitch	
Assessment Outcomes	<div>Procedural Knowledge</div> <ul style="list-style-type: none">I can play B A G on the recorderI can have good posture and correct hand positioningI can confidently play several pieces using B A GI can perform for others		<div>Declarative Knowledge</div> <ul style="list-style-type: none">I can read basic musical notation (crotchet, minim)I can use my knowledge of musical elements to describe pieces of music	
Significant music				

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

Music Unit of Work
Year 3 Summer

Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary	
Recorder	Year 2 <ul style="list-style-type: none">Perform to an audiencePlay instruments with accuracy and demonstrate rhythmic awarenessHave a vocab knowledge bank of musical terms (3-8 words) and talk about them in contextDevelop a sense of own musical capabilitiesAppreciate the benefits to themselves of musical experiencesLearn about famous musicians and see music as a “job”Work collaboratively to create short pieces of their own music	Year 4 <ul style="list-style-type: none">To play melodic pieces fluently using different fingers in two-partsTo form strum and break 3 (all) 5 (some) or 8(few) chordsTo be confident in performing to othersTo improvise and composeTo have a knowledge of significant genres and musiciansTo be able to recognise key elements of musicTo have gained musical knowledge that can transfer to other instruments and other musical styles	<ul style="list-style-type: none">Pulse/beatRhythmPitchTempoDynamicsTonguingCrotchetMinimImprovisation	<ul style="list-style-type: none">Loud/SoftCall and responseSoloDuetUnisonOstinatoRound
National Curriculum Subject Content:	<ul style="list-style-type: none">Listen with attention to detail and recall sounds with increasing aural memoryPlay and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionImprove and compose music for a range of purposes using the interrelated dimensions of musicAppreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musiciansUse and understand staff and other musical notationsDevelop an understanding of the history of music			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none">Know how to play the notes G, A, B, C, low E, low D, low F,Know how to read G, A, B, C, low E, low D, low F, high E on a staveKnow how to improvise with given notesKnow how to sing with mostly accurate pitch and expressionKnow how to describe a piece of music using musical elementsKnow the difference between jazz and blues music styles		Octave, syncopation, tempo, stave, quaver, time signature, bar line	
Assessment Outcomes	<div>Procedural Knowledge</div> <ul style="list-style-type: none">I can play low D and E, F , G, A, B, C, D and high EI can sing with mostly accurate pitch and expressionI can perform in the style of jazz and blues		<div>Declarative Knowledge</div> <ul style="list-style-type: none">I can read notes on a staveI can understand jazz and blues music and its contextI can recognise key elements of music (especially dynamics, tempo, structure and melody)	
Significant music				