



MUSIC s. Year 3 s. Medium Term Plan
Unit 1: Ballads



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One What is a ballad?	To use musical vocabulary to explain the stylistic features of a ballad.	-I can name the key features of a ballad. -I can use musical vocabulary to describe the features of a ballad. -I can learn the lyrics of a song and use actions to help me remember it. -I can follow the tune of a ballad.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Ballad Ensemble	Music videos What is a ballad? (A piece of music which tells a story.) What is a ballad similar to? (A poem.) What is a chorus? (Repeated sections of music with the same tune and lyrics).
Two Performing a ballad	To explore how actions can impact performance.	-I can remember the lyrics and tune of a new song. -I can perform the song with actions. -I understand what a ballad is and can sing in that style.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Ballad Ensemble	Music videos What is this type of music called? (A ballad which is a piece of music which tells a story.) What have the pieces got in common? (Answers could

					<p>include: speed, instruments, stories, lyrics, mainly a solo, a chorus, verses.)</p> <p>What is this style of music similar to? (A poem.)</p> <p>What is a chorus? (Repeated sections of music with the same tune and lyrics.)</p> <p>What is a stanza? (A story written in short phrases.)</p>
<p>Three</p> <p>The Story behind the Song</p>	<p>To plan a musical structure inspired by a story.</p>	<p>-I can write sentences to accompany a storyline.</p> <p>-I can summarise a story.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Ballad</p> <p>Ensemble</p>	<p>They need to tell their partner:</p> <p>3 things they remembered about the song and the actions they performed to go with it.</p>

			<ul style="list-style-type: none"> • What do we mean by summarise? (Describe something in a few words.) • What is a story mountain? • What is a ballad? (A song which tells a story.) • What are lyrics? (The words to a song.) 		<p>2 things they found interesting about ballads.</p> <p>1 thing they still want to know about this type of music.</p>
Four Writing Lyrics	To create lyrics that match a melody.	<p>-I can contribute to lyrics written by the class.</p> <p>-I can write lyrics which rhyme.</p> <p>-I can write short sentences to create a story.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Compose</p> <p>Happy</p> <p>Ensemble</p> <p>Ballad</p>	<p>Soar by Alyce Tzue</p> <p>What is a stanza? (A verse.)</p> <p>What is a chorus? (A repeated section of music with the same tune and same lyrics.)</p>
Five Singing my Ballad	To show awareness of style, structure and features to perform a ballad.	<p>I can write nonsense words to fill time in my ballad.</p> <p>I can accurately perform my lyrics with confidence.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn</p>	<p>Compose</p> <p>Happy</p> <p>Ensemble</p> <p>Ballad</p>	<p>Soar by Alyce Tzue</p> <p>Octopus audio</p> <p>In small groups, get the children to create a string of nonsense words using</p>

			<p>from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>any of the following:</p> <p>La Na Nay Hey Ooh Ah Da Dee Oh</p>
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Assessment:

Pupils with secure understanding indicated by: performing the lyrics fluently and with actions

Pupils working at greater depth indicated by: performing solo nonsense sections and using expression when reading their lyrics.

Pupils needing extra support: Could opt-out of either the movement or saying the words. They also don't need to say the nonsense lines.

Pupils working at greater depth: Could be given solo nonsense sections for the performance and should lead their group, ensuring that they all perform in time.



<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
One Telling stories through music	To tell a story from a piece of music through movement	<ul style="list-style-type: none"> - I can picture a story from a piece of music - I can use musical vocabulary to describe music - I can express my opinion about music - I can recognise and describe changes in music 	<ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Influence Listen Dynamics Timbre Pitch	<i>Teacher video: Telling stories through music</i> <i>Presentation: Mussorgsky audio file</i>
Two Creating a Soundscape	To create a soundscape using percussion instruments	<ul style="list-style-type: none"> - I can create layers within my composition - I can play in time with my group - I can play a repeated rhythm - I can play a melodic pattern from simple notation with letter names 	<ul style="list-style-type: none"> - 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 	Influence Listen Dynamics Timbre Pitch Repeated rhythm Pattern Notation Ensemble Compose	<i>Teacher video: Telling stories through music</i> Tuned and untuned percussion instruments <i>Audio files</i> <i>Presentation: Mussorgsky audio file</i> <i>Presentation: Mountain images</i>
Three Story Sound Effects	To create a range of sounds to accompany a story	<ul style="list-style-type: none"> - I can use key musical vocabulary to label my composition - I can adjust the dynamics of my piece - I can create a composition based on a story 	<ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	Influence Listen Dynamics Timbre Pitch Repeated rhythm Pattern Notation Ensemble Compose	<i>Audio file: Horn concerto audio</i> <i>Activity: Story mountain</i> A selection of tuned and untuned instruments
Four Adding Rhythm	To compose and perform a rhythm to accompany a story	<ul style="list-style-type: none"> - I can create rhythms to tell a story - I can use key musical vocabulary to explain my composition 	<ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	Influence Listen Dynamics Timbre Pitch Repeated rhythm Pattern	A selection of tuned and untuned instruments

			- use and understand staff and other musical notations	Notation Ensemble Compose	
Five Musical Mountain	To compose and notate a short melody to accompany a story	- I can create rhythms to tell a story - I can use key musical vocabulary to explain my composition	- improvise and compose music for a range of purposes using the inter-related dimensions of music - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - use and understand staff and other musical notations	Influence Listen Dynamics Timbre Pitch Repeated rhythm Pattern Notation Ensemble Compose	<i>Teacher Skills</i> <i>Video:</i> Laptops/tablets Tuned percussion instruments e.g. glockenspiels

Assessment:

Pupils with secure understanding indicated by: Playing their rhythm in time, giving some thought to dynamics and the others in their group.

Pupils working at greater depth indicated by: Playing their rhythm in time confidently with correct dynamics, leading the group to ensure everyone plays in time.

Pupils needing extra support: May need the rhythm given to them, although if they are in mixed ability groups the stronger pupils may provide sufficient support.

Pupils working at greater depth: Should be leading the group; ask them to ensure that they are thinking about tempo and dynamics throughout their section.



Music s Year 3 s Medium Term Plan
Unit 3: Jazz



<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
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<p>One Ragtime</p>	<p>To sing and clap a syncopated rhythm for a ragtime style song</p>	<ul style="list-style-type: none"> - I can play on the off beat and understand what this is - I can clap a short syncopated rhythm - I can sing a syncopated rhythm - I know what ragtime music is 	<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 	<p>Rhythm Syncopation Jazz</p>	<p><i>Teacher skills:</i> <i>Pulse and rhythm</i></p> <p><i>Presentation:</i> <i>Ragtime</i></p> <p><i>Weeping Willow Rag video</i></p> <p>'The Bare Necessities' from the Jungle Book, which is available on Spotify/Amazon Music/iTunes</p> <p>Print <i>Activity: Jazz timeline</i></p>
<p>Two Traditional Jazz</p>	<p>To improvise a call and response</p>	<ul style="list-style-type: none"> - I know what call and response is - I can play a tune - I can improvise a new response to the call - I know what traditional jazz music is 	<ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - use and understand staff and other musical notations' 	<p>Rhythm Call and response Jazz Traditional jazz</p>	<p><i>Teacher video:</i> <i>Traditional jazz</i></p> <p><i>Presentation:</i> <i>Traditional jazz</i></p> <p><i>Audio file: When the saints go marching in</i></p> <p><i>Jazz timeline from Lesson 1</i></p> <p>Tuned percussion instruments</p> <p><i>Activity:</i> <i>Comparison listening sheet</i></p> <p><i>Activity:</i> <i>Comparison listening sheet answers</i></p>

Three Scat Singing	To be able to scat sing using the call and response format	<ul style="list-style-type: none"> - I can sing a response to a call - I know what scat singing is - I can sing in a jazz style - I can scat sing 	<ul style="list-style-type: none"> - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	Rhythm Call and response Jazz	Whiteboards and pens
Four Jazz Motifs	To create a jazz motif	<ul style="list-style-type: none"> - I know the features of swing music - I know what a motif is - I can create a short jazz motif - I know the instrumentation of a swing band 	<ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory - 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 	Rhythm Straight quaver Strung quaver Jazz Motif	<i>Activity: Jazz timeline</i> (from Lesson 1) Tuned instruments (at least one per pair of pupils) <i>Presentation: Jazz motifs</i>
Five Swung Rhythms	To adapt a familiar tune using jazz rhythms.	<ul style="list-style-type: none"> - I can describe what swung quavers are. - I can clap straight quavers and swung quavers along to a familiar tune. - I can play a simple tune using swung quavers. 	<ul style="list-style-type: none"> - listen with attention to detail and recall sounds with increasing aural memory - 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 	Rhythm Straight quaver Swung quaver Jazz Motif	<i>Teacher Video: Swung rhythms</i> Tuned percussion instruments <i>Activity: Mary had a little lamb notation</i>

Assessment:

Pupils with secure understanding indicated by: Composing and playing a jazz motif fluently, using swung quavers.

Pupils working at greater depth indicated by: Composing and playing a jazz motif with a swung rhythm, adapting as a necessary and possibly adding some scat singing as they play

Pupils needing extra support: Give the children an example motif without notation and then with notation after hearing the swung rhythm.

Pupils working at greater depth: Could change the rhythm slightly, as long as there is still a swung rhythm. Some pupils (for example, those who play an instrument) may be familiar with staff notation and be able to record their motifs using standard notation; they could use the *Activity: Blank manuscript paper* and the *Activity: Example motif notation* for this. Pupils could try some scat singing over the top of their motif.