



YEAR: 3 TERM: Autumn 2

TITLE: Ballads

REVISION / REMIND / REVISIT - Previous experience of listening to music from a range of historical periods and genres / composing using voices and simple instruments / playing and performing in KS1	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <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. 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. <p>Key Vocabulary</p> <p>Ballad Ensemble Compose Verse/Stanza Chorus</p>	<p>Skills Developed</p> <ul style="list-style-type: none"> To perform a ballad with an understanding of style and tune, knowing what it is and remember the lyrics and tune of a new song, using actions to help. To write sentences to accompany a storyline and write the lyrics for a ballad using a variety of methods such as rhyming and nonsense words. To summarise a story. To accurately perform their own lyrics with confidence. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To understand what a ballad is and name the key features. To understand that ballads tell a story. 	<ul style="list-style-type: none"> Children will write a section of a whole class ballad. 	<ul style="list-style-type: none"> Comparing their work to examples of ballads which tell a story. 	<ul style="list-style-type: none"> Children to perform the class composition at a Year 3 led carol concert in the hall.
<p>ASSESSMENT CRITERIA:</p> <p>Sing in tune with some expression and showing an awareness of other performers.</p>	<p>SUGGESTED TIME FRAME</p> <p>5 sessions + time for preparing the carol concert.</p>				

SUGGESTED SEQUENCE OF LESSONS

Session 1 - What is a ballad?

Kapow Year 3 Ballads music Lesson 1

- Children listen to and learn to identify the features of a ballad, understanding that ballads tell a story through song. Children will learn to sing 'Space Oddity' as an ensemble.

Session 2 - Performing a ballad

Kapow Year 3 Ballads music Lesson 2

- Children will improve their performance from session 1 and add in actions.

Session 3 - The story behind the song

Kapow Year 3 Ballads music Lesson 3

- After watching a short animation, children pick out and note down the key parts of the story in preparation for writing their own lyric.

Session 4 - Writing lyrics

Kapow Year 3 Ballads music Lesson 4

- Children will write lyrics to tell a story; including a class chorus and a verse written as a group which focusses on specific parts of the animated story.

Session 5 - Singing my ballad

Kapow Year 3 Ballads music Lesson 5

- Using a backing track, children will perform their ballad, with actions, as a class.



YEAR: 3 TERM: Spring 1 TITLE: The Vikings

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - Work in year 2 on experimenting to create sounds.	<p>NC LINKS</p> <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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notation. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Composition Melody Notation Tempo Beat Rhythm 	<p>Skills Developed</p> <ul style="list-style-type: none"> To learn new lyrics, sing and move in time with others and music, and follow the tune. To use simple rhythmic notation to compose a Viking battle song and then perform rhythms accurately from the notation. To recognise and name note rhythms when I see and hear them. To layer rhythms to create a piece of music and add instrumental sound effects. To perform music with confidence and discipline. To evaluate a performance and say what we need to do better next time. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To identify why it is important to warm our bodies and voices up before singing. I understand musicians need to be disciplined and work as a team to make their music sound good, like Vikings as fighters/warriors. 	<ul style="list-style-type: none"> Children perform together a 'Dragon Ships' song with actions. All children will experiment with creating rhythms to compose their own Viking song. All children will compose and perform their own Viking battle song, 	<ul style="list-style-type: none"> Children listen to Viking battle songs and know that Vikings had to be disciplined and work as a team. 	<ul style="list-style-type: none"> Perform 'Dragon Ships' song in assembly.

<ul style="list-style-type: none"> • Crotchets • Quavers • Minim • Disciplined 				
<p>ASSESSMENT CRITERIA: I can listen to short extracts and respond to simple questions about genre, structure etc. I can combine melodies and rhythms to compose a multi-layered composition. Sing in tune with some expression and showing an awareness of other performers.</p>		<p>SUGGESTED TIME FRAME At least 5 hour sessions.</p>		
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - Here come the Vikings! Kapow Year 3 the Vikings music Lesson 1</p> <ul style="list-style-type: none"> • Children sing Viking themed vocal warm-ups and learn to sing 'Dragon Ships' through call and responses. <p>Session 2 - Sing like a Viking Kapow Year 3 the Vikings music Lesson 2</p> <ul style="list-style-type: none"> • Children develop their singing technique and add actions to the 'Dragon Ships' song to help them to remember the lyrics and keep in time. <p>Session 3 - Viking notation Kapow Year 3 the Vikings music Lesson 3</p> <ul style="list-style-type: none"> • Using Viking-themed phrases to learn new rhythms, pupils develop their understanding of staff notation, learning to recognise note names by sight and sound. <p>Session 4 - Viking battle song Kapow Year 3 the Vikings music Lesson 4</p> <ul style="list-style-type: none"> • Experimenting with the order of known rhythms, children create their own Viking song, adding instrumental effects in the style of a Viking battle. <p>Session 5 - Perform like a Viking Kapow Year 3 the Vikings music Lesson 5</p>				

- Children will perform the 'Dragon Ships' song and each group's Viking battle song, then evaluate each others' performance and discuss what they could do better next time.



YEAR: 3 TERM: Summer 1/2

TITLE: Mountains

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT - Previous work with playing tuned and untuned instruments Year 2.	<p>NC LINKS</p> <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. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 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. <p>Key Vocabulary</p>	<p>Skills Developed</p> <ul style="list-style-type: none"> To picture a story from a piece of music and then tell the story through movement. To use musical vocabulary to recognise and describe music and changes in music, and express an opinion. Children can create a soundscape using percussion instruments and a range of sounds. Children can play a repeated rhythm and recognise one. Children will be able to compose, label their composition using musical vocabulary, adjust the dynamics of their piece and perform simple rhythms to 	<ul style="list-style-type: none"> Children will tell a story from a piece of music through movement. Children will compose a piece of music in groups to tell a 5-part story based on an animation. 	<ul style="list-style-type: none"> Thinking about how particular music makes them feel. Cross curricular links - English writing, 5-part stories. 	<p>Link with Art, tie-die t-shirts as part of an event celebrating themselves. Children to perform the whole class composition. Plants against Poverty charity event.</p>

	<ul style="list-style-type: none"> • Influence • Dynamics • Timbre • Pitch • Repeated rhythm • Pattern • Notation 	<p>accompany a story in time with their group.</p> <ul style="list-style-type: none"> ▪ To play a melodic pattern from simple notation with letter names. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> ▪ To understand that music is a build-up of layers to create one united piece. ▪ To understand that music can be build up using repeated rhythms. ▪ To understand that music follows a story. ▪ Artist appreciation: To know who Mozart was. 			
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> ▪ Children can listen to short extracts and respond to simple questions about genre, structure etc. ▪ Children can use letter name and rhythmic notation, and key musical vocabulary to label and record their own compositions. ▪ Children will perform from basic staff notation, incorporating rhythm and be able to identify these symbols. 		<p>SUGGESTED TIME FRAME At least 5 hours/sessions.</p>			
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - Telling stories through music Kapow Year 3 Mountains music Lesson 1</p> <ul style="list-style-type: none"> • After listening to a famous piece of music, children start to consider the story it tells, moving and acting to convey its meaning (pictures drawn in books) <p>Session 2 - Creating a soundscape Kapow Year 3 Mountains Lesson 2</p> <ul style="list-style-type: none"> • Children will create layers of composition with a group to represent sound in a mountain setting. 					

Session 3 - Story sound effects

Kapow Year 3 Mountains Lesson 3

- The children will watch a soundless animation, map its narrative on a story mountain, then create appropriate sound effects.

Session 4 - Adding rhythm

Kapow Year 3 Mountains Lesson 4

- Children will explore different rhythmic ideas to accompany sections of the mountain-themed animation from the previous lesson.

Session 5 - Musical mountain

Kapow Year 3 Mountains Lesson 5

- For the grand finale, pupils add a melody to their composition which should match up with their section of the animation.