Year 3 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Hear It, Play It! Exploring Rhythmic Patterns	Term 2: Painting Pictures With Sound	Term 3: Sing, Play, Notate!
Children can: • Explore rhythmic patterns • Identify and play rhythms using body percussion, instruments or other sound makers • Perform call and response songs and compose their own call-and-response (question and answer phrases) • Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem • Sing songs influenced by different musical styles and listen out for simple stylistic features in music • Compose simple rhythmic patterns and represent them using graphic notation	Children can: • Learn to identify and describe the ingredients (dimensions) that make up music • Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song • Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere • Compose music inspired by stories or settings • Create and organise music with layers of musical sound (texture) and represent them using graphic notations	Children can: • Learn to identify and describe the direction of pitch in simple melodies • Use voices creatively, creating simple soundscapes singing independently and as part of a group • Learn to represent melodies from songs using dot notation and other graphic representations • Explore pentatonic scales, singing songs and composing or improvising simple melodies • Listen and compare versions of music, understanding the elements that shape a performance • Prepare music for a performance

Skills Overview:

The Sparkyard Music Curriculum for Y3 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notations. The 'at a glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y3 and you can aim for your class to:

- Explore and sing a widening range of age-appropriate songs as a class
- Work collaboratively as a class and in small groups, trying out musical ideas and making improvements where necessary
- Show growing awareness of different musical roles (conductor, performer, audience, ensemble)

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y3 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform songs to other classes or in assemblies each term
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y3 to develop these **SINGING** and **PLAYING** skills:	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Sing a widening range of unison songs of varying styles and structures, tunefully and with expression	√	√	√
2. Perform actions and movements confidently and in time as a group.	√		√
3. Sing call and response songs with accurate tuning	√		√
4. Play call and response rhythms and melodies			√
5. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.	√		
6. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values	√		√
7. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, <, >)	√	√	√
8. Explore and select instrumental timbres to suit the mood or style of a piece of music	√	√	√
9. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)	√		√
10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) *			√
11. Show growing awareness of different musical roles (conductor, performer, audience, ensemble)	√	√	√

* This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Our Sparkyard Music Curriculum will enable children in Y3 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Listen to music developing and understanding of its background, history and context.	√	√	√
2. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary	√	√	√
3. Listen, and describe how the interrelated dimensions are used to create moods and effects		√	√
4. Use listening skills to correctly order a sequence of notes			√
5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments		√	√
6. Listen, and interpret features in recorded or live music using dance, art or drama		√	

Our Sparkyard Music Curriculum will enable children in Y3 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Compose or improvise simple call and response phrases	√	√	
2. Compose rhythmic accompaniments using untuned percussion	√		√
3. Experiment with musical texture (e.g. combining layers of rhythm)	√	√	
4. Structure a composition with a clear beginning/middle/end and combine layers of musical sound.		√	√
5. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)	√	√	
6. Compose and improvise simple pentatonic melodies			√
7. Vary the interrelated dimensions to create different moods and effects.	√	√	
8. Collaborate with others, trying out musical ideas and making improvements where needed.	√	√	√

Our Sparkyard Music Curriculum will enable children in Y3 to develop these **NOTATION** skills:	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Play from rhythmic notation and understand the value of minims, crotchets and quavers	√		√
2. Follow graphic notation to guide singing and playing	√	√	√
3. Use graphic notation to represent rhythmic or melodic patterns		√	√
4. Create graphic notation to represent two or more layers of musical sound	√	√	
5. Apply word chants to rhythms, understanding how to link each syllable to a musical note	√	√	√