

Woore Music LTP With Assessment Links **Class 3**

Half Term Cycle B	Topic Focus	Brief Description/focus	Progression/Assessment Focus – UKS2 THROUGHOUT: Creates and performs sounds with accuracy including with music technology. Performs confidently in a group and solo, with expression and variety. Organises sounds effectively using a variety of instruments or music technology and styles
Autumn 1	African Drums and Rhythm	Pupils learn how to make the 3 key notes of an African Djembe drum. Pupils use crotchet and quaver notation, as well as graphic notation to produce a range of African drum rhythms.	Plays with others keeping to a common pulse Plays instruments with confidence and expression Performs complex rhythmic patterns to an internalised pulse Recognises a change in metre Performs complex melodies and pitched accompaniments to an internalised pulse Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato, or chord sequence) confidently and imaginatively.
Autumn 2	Composing for a Christmas Advert	From a video stimulus, pupils compose, practice and record a piece of music using graphic notation techniques and then evaluate and improve their composition.	Performs complex melodies and pitched accompaniments to an internalised pulse Leads a group and follows a leader directing changes in musical expression Maintains an independent part in an ensemble Plays using notation as support (Staff & rhythm notation, graphic scores) Understands how the texture might vary Uses notation (graphic scores, rhythm, or staff notation) to support & record composition to improvise, compose and record own compositions. Selects and use instruments, creative sound-makers, and music technology, or playing techniques to improvise sounds or patterns.

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			Selects, orders, combines, and changes sounds, imaginatively and with expression, to represent ideas, moods, or feelings, or tell a story.
Spring 1	Singing in groups and rounds	<p>Pupils learn and perform a range of tradition songs, including those from the Victorian era, that use round, ostinato and solo parts.</p> <p>Pupils perform these to their peers.</p>	<p>Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre, and times.</p> <p>Understands why and how to warm up the voice.</p> <p>Sings with an awareness of breathing, posture, and diction.</p> <p>Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato, and harmony).</p> <p>Follows more complex musical instructions (e.g. in part singing).</p> <p>Understands more complex song structures.</p> <p>Identifies phrases through breathing appropriately.</p>
Spring 2	'Starry Night' - Music inspired by Van Gogh	<p>Pupils improvise using a range of tuned and untuned percussion using the work of VV Gogh as a stiumuls. Pupils work in 4 and in 3 time and manipulate major and minor pentatonics.</p> <p>Pupils record some effective melodies using notation.</p>	<p>Plays with others keeping to a common pulse</p> <p>Plays instruments with confidence and expression</p> <p>Recognises a metre of 3 & 4</p> <p>Performs complex melodies and pitched accompaniments to an internalised pulse</p> <p>Plays using notation as support (Staff & rhythm notation, graphic scores)</p> <p>Selects and use instruments, creative sound-makers, and music technology, or playing techniques to improvise sounds or patterns.</p> <p>Selects, orders, combines, and changes sounds, imaginatively and with expression, to represent ideas, moods, or feelings, or tell a story.</p>

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			<p>Uses notation (graphic scores, rhythm, or staff notation) to support & record composition to improvise, compose and record own compositions.</p> <p>Composes and perform solos and with others effectively and imaginatively to create songs, chants, or pieces</p> <p>Improvise imaginatively and expressively with voice, instruments or music technology using inter-related dimensions of music.</p> <p>Improvise and composes imaginatively to communicate ideas & moods</p>
Summer 1	Arranging using Digital Technology	Pupils use Audacity/Garage band to arrange a piece of dance music using a range of loops and DAW fx.	<p><i>Selects and controls beats, chords, effects, and loops effectively in music technology programmes.</i></p> <p>Selects and use instruments, creative sound-makers, and music technology, or playing techniques to improvise sounds or patterns.</p> <p>Creates and combines rhythms, melodies, harmonies, loops, or lyrics within own musical pieces effectively.</p> <p>Improvise imaginatively and expressively with voice, instruments or music technology using inter-related dimensions of music.</p>
Summer 2	Celebration Songs	Pupils learn a range of contemporary and tradition songs in preparation for their leaving assembly, using different verse / chorus structures.	<p>Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.</p> <p>Uses dynamics, phrasing, emphasis, and accents to create intended effects.</p> <p>Sings confidently in unison and solo.</p> <p>Performs confidently in a group and solo with expression and variety.</p> <p>Performs in a way that reflects the meaning and impact of the lyrics to an audience.</p>