



Year 3: Music



Autumn 1– String Instruments (Wider Ops)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
Children will be introduced to the basic elements of music. Children will learn how to play their instrument with an appropriate and relaxed posture, developing technical control of their instrument enabling them to produce a good sound. Children will explore how sound is created on the instrument and the relationship between vibration, soundwaves and pitch.	<ul style="list-style-type: none"> To know basic musical elements; pitch, tempo, dynamics, pulse. To know about string instruments and how they are played. To know how to look after a string instrument. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> Learn to hold the instruments in rest and play position. Explore how sound is created on each instrument and the relationship between vibration, soundwaves and pitch. Play simple pieces using the notes A, D and G together as a class ensemble. Learn to clap, play and internalise simple rhythmic patterns that focus on embedding pulse and rhythm. Learn 1-2 simple songs/pieces with focus on musical shape of the melody, accuracy of pitch and clear diction. Explore how different rhythmic patterns can be created through call and response activities.

Autumn 2 – String Instruments (Wider Ops)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
Children will refine their instrumental technique to help develop a good sound on their instruments. Pupils will explore a variety of songs and pieces that continue to focus on embedding the concepts of pulse and rhythm. Children will be introduced to the concept of rhythmic notation. Children will develop their ensemble skills and understand that quality musical outcomes will be achieved as a result of good team work.	<ul style="list-style-type: none"> To know how the bow and strings work together to make a sound. To know different string instruments and the types of sound they make. To know the terms pulse and rhythm. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Internalise the pulse as they begin to read and play simple rhythmic patterns on their instruments at sight and by ear Identify and name the musical instruments. Listen to selected repertoire and discuss how time and place has influenced the way the music is created, performed and heard <p><u>Performing</u></p> <ul style="list-style-type: none"> Consolidate good posture for both rest and playing position Learn about different parts of the bow and develop a secure basic bow hold. Learn to pull the bow across the string with the correct technique. Learn 2 songs from memory. Introduce rhythmic symbols with flashcards and rhythmic notation. Learn how to play together as an ensemble with a good sense of pulse and rhythm and be able to start and stop together.

Spring Term 1 – String Instruments (Wider Ops)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
Children will continue to consolidate their instrumental skills and begin to make connections between sound and symbol. Pupils will learn to read rhythms from pieces they are learning on a stave.	<ul style="list-style-type: none"> To know how to use my thinking voice to internalise the rhythm and pulse. To know melodic patterns using rhythmic notation and notes G, D and A. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Be able to internalise (using thinking voice) parts of the music they are learning to play and sing Develop a wider understanding of musical genres, styles and cultures from across the world through listening and performance. Listen to and talk about music of different styles <p><u>Performing</u></p> <ul style="list-style-type: none"> Play pieces using more complex string crossings and begin to explore how to play down bow retakes on the G,D, and A strings

		<ul style="list-style-type: none"> • Play with an appropriate, balanced and relaxed posture. • Play and perform simple melodic and rhythmic patterns from memory which focus on embedding concepts of pulse, metre, rhythm and pitch. • Learn to read simple melodic patterns on open strings (G, D, and A) using treble clef notation.
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Spring Term 2 – String Instruments (Wider Ops)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Pupils will explore how they can play simple melodic patterns in different ways. Pupils will continue to internalise music and perform with peers from memory using musical form as a framework to help embed each piece. Pupils will begin to explore the concept of the left hand techniques required to play a wider range of notes on the string instruments.</p>	<ul style="list-style-type: none"> • To know that a string instrument can be played in different ways and understand the term pizzicato. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Learn how to play pizzicato with bow in right hand. • Play piece using a mixture of bowing and pizzicato techniques. • Start exploring the skills required to put on a successful musical performance, from memory. • Read, interpret and perform music with a sense of its intended effect using the interrelated elements of music • Perform as part of an ensemble from memory • Read the music we have been learning using rhythmic notation and note names with confidence and accuracy

Summer Term – String Instruments (Wider Ops)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Pupils will refine the pieces they have learned to performance standard. Pupils will explore the skills and mind-set required to deliver a confident and engaging performance in front of a large audience. Pupils will evaluate their performance by looking at video footage (if available) and using their recollection skills. Pupils will begin to explore new ways of creating sound using the sul ponticello technique.</p>	<ul style="list-style-type: none"> • To know what makes a good musical performance. • To know the meaning of tremolo, glissando and sul ponticello techniques. 	<p><u>Listening:</u></p> <ul style="list-style-type: none"> • I can recall and evaluate my own and others’ performances • Identify new sounds in music and discuss how they are created. • Discuss and evaluate their own and others’ compositions. <p><u>Performing</u></p> <ul style="list-style-type: none"> • practise stage presence and how to perform together well as an ensemble. • evaluate their own and others’ performances • Identify style and musical elements including recognising new techniques • perform as part of an ensemble from memory (with teacher support). • Have a go at playing sul ponticello, and refine glissando/tremolo techniques. • Take part in a school performance as an ensemble. • Follow and interpret graphic scores, and understand how to create my own.