

Music MTP Year 3

	Learning Objective	Activity	Success Criteria
AUTUMN TERM			
Unit 1 Lesson 1	To ensure each person 'finds' his/her Singing Voice To listen to and imitate song phrases	Everyone, good morning Che che kule Down by the Ocean Teach songs as per set one & two	
Unit 1 Lesson 2	To pitch-match the teacher, another individual or the class To sing as a class, group & as individuals	Songs from week 1 plus – Say boom chicka boom Revise songs from week 1; add new songs – Set one & two Set 3 - pitch matching	
Unit 1 Lesson 3		Previous songs plus Oliver Twist Listen to Badinerie – first listen with no introduction; before repeat hearing ask the children to tell to find something about Badinerie that they can tell you about afterwards; listen again for specific features – instruments; speed; volume; repeating structure. Add new songs set 3,4 & 5	
Unit 2 Lesson 4	To add further songs & games To raise awareness of pitch	Teach songs from Set 1 – Salut Ca va? & Brown bread and butter.	
Unit 2 Lesson 5	To be able to identify known song melody To listen to recorded music with purpose	Revise songs from Set1 and teach Set 2. Chest, chest; High low chick-a-low & We can sing high. The pitch movement is helped by the actions.	
Unit 2 Lesson 6		Revise Set 1 & Set 2. Teach Set 4 – Oo – a- lay- lay using ideas from previous week.	
Unit 3 Lesson 7	To develop aspects of singing posture		
Unit 3 Lesson 8	To further an awareness of pitch change		
Unit 3	To raise an awareness of dynamics		

African Drumming	SPRING TERM – See Listening and Appreciation Document		
	Summer Term		
Unit 4-6			
Unit 4	To establish the Thinking Voice To raise awareness of sound qualities (timbre) in the human voice	Revise Chest, chest knee toe with associated actions. Then choose words/actions to think & perform in silent sing. Teach Hill n Gully Rider – sing with a regular tap to mark the pulse. Repeat using the silent voice as before. Revise or teach Engine Engine – mark the pulse by tapping. Use arched arm to mark the phrases of the song. On you tube find Swing Low Sweet Chariot – get the children to listen to the sound qualities of contrasting voices singing the same song.	Understand and be aware of the Thinking Voice Be able to switch back and forth between the singing and thinking voice Be able to comment on small differences in sound
Unit 5	To establish fundamentals of care and technique of using untuned percussion To identify different instruments by sound quality	Set one and set two activities for playing untuned percussion instruments. Set 3 – using songs and percussion p39 Revise previous week using a different song. Listen to Clog Dance or Peter and the Wolf and ask the children to identify the instruments. Then listen again with images – were they correct?	Know and understand that it is their responsibility to care for instrument Can identify the timbre of some untuned percussion instruments Can identify instruments when listening to a piece of music.
	BBC 10 Pieces Mozart Horn Concerto – Listening & Appraisal Planning		