

Year 3 Music – Medium Term Plan

Title & Lessons	Musical Learning / Objectives	Musical Material
Year 3 – Term 1		
I've been to Harlem (6 lessons)	Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. Objectives: • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up.	Song Bank: I've been to Harlem; Tongo, Siner; Born to be wild. Watch/Listen/Move: • Tongo progression snapshot 1 videos (Sing Up) • I've been to Harlem cup rhythms video • Peer Gynt Suite No. 1 (Morning Mood) (Edward Grieg)
Nao chariya de / Mingulay boat song (3 lessons)	Focus: Bengali/Scottish folk songs; comparing songs from different parts of the world; beat, tempo, 3/4, 4/4. Objectives: • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place.	Song Bank: Skye boat song; Under the lemon tree; Roll the old chariot along. Watch/Listen/Move: • Skye boat song (Alastair McDonald) • Mingulay boat song (Coda) • Mingulay boat song (The Corries) • Nao chariya de (Abbasuddin Ahmed) • Nao chariya de (Koushik & friends)
From a railway carriage (3 lessons)	Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, classical music. Objectives: • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions.	Song Bank: Celebration; Boom chicka boom. Watch/Listen/Move: • Night mail (Benjamin Britten, performed by Sir Tom Courtenay & Vangelis) • Geographical fugue (Ernst Toch) • Smooth (instrumental) (Carlos Santana) • No place like (Kerry Andrews)
Year 3 – Term 2		
Latin dance (Classroom percussion) (6 lessons)	Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. Objectives: • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses.	Song Bank: Latin dance; Plasticine person; Tongo. Watch/Listen/Move: • Salsa tutorial for kids videos (Spotty Dotty) • Tongo progression snapshot 1 & 2 videos (Sing Up) • Learn about Cuban music (Miss Jessica's World) • El Manisero (The Peanut Vendor/Don Azpiazu & the Havana Casino Orchestral)

	Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	- Despacito (salsa) performed by Aston Merrygold & Janette Manrara on Strictly Come Dancing - Chan, chan (Compay Segundo) - Quimbara (Celia Cruz & Tito Puente)
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Year 3 – Term 3		
Just three notes (3 lessons)	Focus: Pitch (notes C–D–E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. Objectives: - Invent simple patterns using rhythms and notes C–D–E. - Compose music, structuring short ideas into a bigger piece. - Notate, read, follow and create a score. - Recognise and copy rhythms and pitches C–D–E.	Song Bank: Rubber chicken; Hip hop songwriting backing track; Boom chicka boom; Bobby Shafto. Watch/Listen/Move: - Drumming part IV (Steve Reich) - Musical ricercata (György Ligeti)
Samba with Sérgio (3 lessons)	Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. Objectives: - Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. - Perform vocal percussion as part of a group. - Move in time with the beat of the music. - Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).	Song Bank: Rubber chicken; Beatboxing warm-up. Watch/Listen/Move: - Fanfarra (Cabua-le-le) (Sérgio Mendes) - Top 50 Rio Carnival Floats – Brazilian Carnival – The Samba Schools Parade video - Magalenha (Sérgio Mendes) - Estação Primeira de Mangueira – Samba school: Clipe Mangueira 2022 - Mangueira do Amanhã – Samba school: Mangueira do Amanhã 2012 – Desfile oficial - Afro Reggae Youth Percussion Programme: Afro Reggae Kids – Favela rising - Samba with Sérgio teaching videos (Sing Up)
Fly with the stars (Classroom percussion) (6 lessons)	Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. Objectives: - Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. - Sing solo or in a pair in call-and-response style. - Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.	Song Bank: Fly with the stars; This is what it sounds like; Supercalifragilisticexpialidocious; Tongo; Hip hop songwriting backing track; Bobby Shafto. Watch/Listen/Move: - Walk and stop and Twice as fast, four times as fast videos from Sing Up's Developing musicianship toolkit 'Soldiers' march' from Album for the

		young (Op. 68) (Robert Schumann) • 'Supercalifragilisticexpialidocious' from Mary Poppins (Sherman & Sherman) • Tongva progression snapshot 1, 2, & 3 videos (Sing Up)
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