

KStage	Term	KStage	Term	KStage	Term
Y3/4	Autumn 2021	Y3/4	Spring 2022	Y3/4	
Topic	Main Subject Driver	Topic	Main Subject Driver	Topic	Main Subject Driver
The Iron Man Stone Age – Stone Age Rap (in assembly)		Owen and the Soldier WW1 music Great Kapok Tree- Polar Express- Vivaldi		External- Ukulele band	
Key Enquiry Question		Key Enquiry Question		Key Enquiry Question	
What are the different types of music and how do they make us feel?		How has music changed through history?		How can music be written so that we can all play together?	
National Curriculum Objectives		National Curriculum Objectives		National Curriculum Objectives	
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. 		<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 		<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Develop an understanding of the history of music. 	
Vocabulary – Tier 2 & 3		Vocabulary – Tier 2 & 3		Vocabulary – Tier 2 & 3	
, tune, rhythm, notes, melody, pitch, stave, beats, pulse / beat, structure (e.g. introduction, verse and chorus) and rock		rhythm, notes, melody, pitch, stave, beats, pulse / beat, structure (e.g. introduction, verse and chorus), crotchet (1 beat), minim (2 beats), semibreve (4 beats)		Ukulele, neck, body and frets (of the ukulele), strings, chords, strum, pluck, upstroke, tune, rhythm, notes, melody, pitch, stave, beats, pulse / beat, structure (e.g. introduction, verse and chorus), crotchet (1 beat), minim (2 beats), semibreve (4 beats)	
Key Prior Knowledge		Key Prior Knowledge		Key Prior Knowledge	
<ul style="list-style-type: none"> To know that they can use their voices to speak, sing and chant. To begin to understand simple repeated patterns. 		<ul style="list-style-type: none"> Listen and recall sounds with increasing accuracy. Sing in tune with an awareness of others. 		<ul style="list-style-type: none"> To be able to play chords C, F, G7 and A. The note names for each string GCEA. 	

<ul style="list-style-type: none"> To understand that music promotes different responses (movement and emotion). To know that songs are written for a range of different reasons and topics (e.g. about famous people, lullabies, nursery rhymes) 	<ul style="list-style-type: none"> Begin to understand that music is written down using specific symbols to indicate the number of beats. Use tier 2 and 3 vocabulary to evaluate and comment on techniques that composers and musicians use to create effects. 	<ul style="list-style-type: none"> Different ways to play the ukulele (strum, pluck and upstroke) in order to achieve different effects. To be able to read and play the number of beats written correctly.
<p>Key Sticky Knowledge – By the end of this unit children should know...</p>	<p>Key Sticky Knowledge – By the end of this unit children should know...</p>	<p>Key Sticky Knowledge – By the end of this unit children should know...</p>
<ul style="list-style-type: none"> – Year 3: reggae (Bob Marley) and jazz (Louis Armstrong) Year 4: rock (The Beatles, Michael Jackson and The Monkees) Compose their own music by writing a stone Age chant 	<ul style="list-style-type: none"> How to listen and respond to others while performing. Some of the different purposes of music throughout history and in other cultures. This includes where and when music is traditionally used during occasions (e.g. birthdays, wedding march, lullabies). 	<ul style="list-style-type: none"> How to listen and respond to others while performing. Begin to understand that musical notation is written down on a staff using specific symbols to indicate the number of beats and the pitch (note names) year 4.
<p>Outcomes that demonstrate knowledge & understanding and answer enquiry question</p>	<p>Outcomes that demonstrate knowledge & understanding and answer enquiry question</p>	<p>Outcomes that demonstrate knowledge & understanding and answer enquiry question</p>
<p>Both year groups to also learn a festive song.</p> <p>Use professional microphones to record samples and manipulate sounds to create different effects year 4.</p> <p>All children to take part in the Christmas carol concert.</p>	<p>.</p> <p>Create a graphic score to represent a musical performance.</p> <p>Some children will also perform a well-known tune at Sing up!</p> <p>Children will also have the opportunity to be part of the ABLE orchestra</p>	<p>Perform a well-known tune on the ukulele as a whole class – <i>Three Little Birds</i> by Bob Marley for year 3, <i>Yellow Submarine</i> by The Beatles and <i>Crazy Little Thing Called Love</i> for year 4.</p> <p>Read musical notation to perform a series of well-known traditional tunes of different genres on the ukulele.</p>