



| | | | |
|------------------------|------|---|------------------------------|
| Subject Theme Overview | Year | 3 | Charlton Kings Junior School |
|------------------------|------|---|------------------------------|

| | | | | | |
|---------|-------|-------|------------------|------|---|
| Subject | Music | Theme | Singing and IDMs | Term | 4 |
|---------|-------|-------|------------------|------|---|

| What should I know already? | What should I be able to do by the end of the unit? |
|--|---|
| <ul style="list-style-type: none"> Some basic musical vocabulary to describe what is heard, e.g. pitch, tempo How to identify changes in pitch when listening to a melody. How to change the pitch of my voice to reflect changes in melody when singing. | <ul style="list-style-type: none"> Identify how songs are structured in different ways and the effect this creates, e.g. call and response Show changes in texture through creating layers of singing, including in a round Understand the effect of changes in dynamics when singing. Reflect changes in dynamics using our voices Use musical vocabulary associated with dynamics, e.g. p, f |

| What should I know by the end of the unit? | | | Key Musical Vocabulary |
|--|--|--|--|
| Technical | Constructive | Expressive | |
| <ul style="list-style-type: none"> How to maintain my part in a singing or rhythmic piece. How to change the dynamics of my voice. | <ul style="list-style-type: none"> How to identify changes of texture or dynamics in a piece of music. How to use changes in dynamics or texture to create a piece of music. Why composers use changes of dynamics or texture in their work. How a round is different to singing in unison | <ul style="list-style-type: none"> How Call and Response songs have been used in different contexts, e.g. Sea shanties, African songs, slavery How to sing with a sense of purpose and performance | <p>Call and Response – a song structure that uses a ‘question’ from a solo leader followed by an ‘answer’ from the group.</p> <p>Dynamics – How loud or quiet a sound is.</p> <p>Texture – the layers of sound in music</p> <p>Piano (p) – softly</p> <p>Forte (f) – loudly</p> <p>Pianissimo (pp) – very softly</p> <p>Fortissimo (ff) – very loudly</p> |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|