

Year 3 Music Curriculum Overview

Key facts

As a child in Germany Hans Zimmer tried piano lessons but quickly gave up. Instead he taught himself music and, convinced the piano could continue to 'evolve' as an instrument, attached items like chainsaws to it. Zimmer moved to England and played keyboards and synthesizers in rock and punk bands like Ultravox and The Damned – and the influence of rock and roll helped to shape his film music. He has written the music for over 150 films including The Lion King, Madagascar, The Simpsons Movie, Kung Fu Panda and TV series like Blue Planet II.

Resources

classroom percussion instruments
art materials
paper and pens

Jazz Hans Zimmer – Earth

Brief summary/ overview

Children will learn to evaluate music and suggest what they like and dislike.
Children will compose and perform their own melodic songs and be able to use sounds to create abstract effects.
Children will be able to recognise symbols for a crotchet and semibreve and say how many beats they represent.

Prior Knowledge

Key Vocabulary

Crescendo Motif Pianissimo
Crotchet Semibreve Quaver
Semiquaver Duration Dynamics
Pitched percussion

Cross curricular links/visits

Art

Year 3 Music Curriculum Overview

Key facts

Antonio Vivaldi was taught to play the violin by his father and they regularly performed together in Venice. After training as a priest Vivaldi soon switched to teaching the violin to girls at an orphanage in Venice, where part of his job was to compose music for them to play. No one could accuse Vivaldi of being workshy – he composed 500 concertos (for instruments like the violin, mandolin, flute and cello), 46 operas and many other works, including the beautiful choral piece Gloria.

Rock and Roll - Winter

Brief summary/ overview

Children will be able to use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
Children will be able to use sounds to create abstract effects and a range of repeated patterns using a range of instruments.
Children will also learn to play an instrument with care so they can be heard clearly.

Prior Knowledge



Key Vocabulary

Motif
Pitched percussion
Unpitched percussion
Programme music
Concerto
Ritornello

Resources

classroom percussion instruments
paper and pens
a large space such as the school hall

Cross curricular links/visits

Science – Seasons

Year 3 Music Curriculum Overview

Key facts

John Adams is one of the most famous composers in world. It's estimated that Short Ride in a Fast Machine is performed somewhere in the world at least once every day! He was born in Massachusetts, USA and began writing music when he was about 10. As a student he became fascinated with a slightly older American composer called Steve Reich and his new style of music called minimalism. Minimalism is music made from short musical patterns that are repeated many, many times to create a hypnotic sound. Adams used this idea to create Shaker Loops for string quartet – his first big success. He then developed his sound further to create an opera about US President Richard Nixon and his visit to China. This piece made him world famous and since its composition in 1987 he has gone from success to success, writing and conducting his unique music all around the world.

Resources

A large space, art materials
Classroom percussion instruments

Disco –
John Adams – Short
Ride in a fast
machine

Brief summary/ overview

Children will be able to listen to and describe a piece of music from the Disco genre of music.
Children will be able to evaluate music using musical vocabulary to identify areas of likes and dislikes.
Children will be able to recognise the notes EGBDF and FACE on a musical stave.

Prior Knowledge



Key Vocabulary

Pitched percussion Pulse Tempo
Tune Unpitched percussion

Cross curricular links/visits

Geography – Links to
locating America

Year 3 Music Curriculum Overview

Key facts

Gustav Holst was a British composer living and working in London 100 years ago. He was a very interesting man. He was fascinated by space, astrology, religion, meditation and vegetarianism - in many ways he was completely ahead of his time. Music ran in Holst's family and so it wasn't a surprise to his parents when he decided to learn the piano. Sadly an injury to his arm meant that he had to give up and so he took up composing and, because it made more money, he played trombone in theatre bands. His biggest success came with his Planets Suite - a set of pieces for orchestra that describes the character of each planet. Holst didn't like the fame that this piece brought him. He wouldn't sign autographs, do interviews or accept awards and as the years went by he spent more and more time teaching. He inspired many young composers.

Gustav Holst - 'Mars'
from 'The Planets' –
Reggae

Brief summary/ overview

Children will be able to use the terms duration, timbre, pitch, beat, tempo to describe music.

Children will be able to evaluate music using musical vocabulary to identify areas of likes and dislikes within the music. Children will understand layers of sounds and discuss effect on mood and feelings. Children will also learn how to compose and perform melodic songs.

Prior Knowledge



Key Vocabulary

Crescendo Motif Ostinato
Pitched percussion Unpitched percussion
Pulse Coda

Resources

Range of musical instruments
Pens Paper
Access to the internet

Cross curricular links/visits



Year 3 Music Curriculum Overview

Key facts

Grażyna Bacewicz learnt the violin and the piano as a child – and, throughout her life, she enjoyed composing music for both instruments, including piano sonatas and seven violin concertos.

In the early 1930s Bacewicz studied composition in Paris with another pioneering female musician, Nadia Boulanger, who taught many other great 20th century composers, including Leonard Bernstein and Aaron Copland (both also featured in Ten Pieces).

Despite nursing a wounded sister and looking after her own family, Bacewicz kept composing and premiering her new music at private concerts in Nazi-occupied Warsaw during the Second World War.

Resources

Classroom percussion instruments
Paper and pens

Overture by Grażyna Bacewicz – Renaissance/Baroque

Brief summary/ overview

Children will develop the skills to be able to listen to and describe a performance and gain an introduction by using Bacewicz's rhythms. Children will begin to use Morse code to transform words into musical motifs and be able to identify fanfares.

Prior Knowledge

Children have had experience playing long and short sounds on instruments in Year One.

Key Vocabulary

Coda Orchestrate
Pitched percussion Unpitched percussion
Fanfare Graphic score
Overture

Cross curricular links/visits

Visit from a musician

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Key facts

Growing up in New York City, George Gershwin's musical gift became clear when he began to play a piano that had been bought for his older brother, Ira. He never looked back.

Gershwin became obsessed by the Jazz and Blues music he heard in the bars of Harlem. Until then most American composers had studied in Europe but Gershwin created his own rules and drew on these new American forms of music to create his own modern style.

Originally from a poor background, Gershwin's talent as a pianist and composer led him to create many hit Broadway musicals (with Ira writing the lyrics) and he quickly became part of New York's glamorous and sophisticated 'high society'.

Resources

Classroom percussion instruments
Paper and pens

Rhapsody in Blue (excerpt) by George Gershwin - Hip Hop

Brief summary/ overview

Children will learn to play notes on an instrument with care so that they are clear and can be understood by others.

Children will learn to perform with control and awareness and be able to maintain a simple part within a group. to compose and perform melodic songs

Prior Knowledge

Children have an introduction to performing with instruments in previous years.

Key Vocabulary

Dynamics Soundscape
Motif
Pitched percussion
Tempo

Cross curricular links/visits