

AMBERLEY PRIMARY SCHOOL
MTP PLANNING WEB
YEAR 3 2025 Summer 1
MAIN SUBJECT: Music – Sing Up

INTENT

What do we want the children to remember/ be able to do?

- 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.

IMPLEMENTATION/ IMPACT

Sequence of lessons

- Lesson 1: Get inside the song structure 1.
- Lesson 2: Get inside the song structure 2.
- Lesson 3: Progression snapshot 3. Make a video recording of children singing.
- Lesson 4: Play note rhythms to the verse and chorus following the chord changes in the song.
- Lesson 5: Explore accompaniment ideas.
- Lesson 6: Create a class arrangement of *Fly with the stars*.
- Lesson 7: Music appreciation.

LEARNING HOOK



How do we develop SMSC?

Mental health benefits of singing,
team work and working
collaboratively

Vocabulary

Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest).

Duration: beat/pulse, crotchet ('walk'), quavers ('jogging'), crotchet rest ('shh'), 4/4, bar (4 beats), rhythm.

Pitch: chords (A minor/A major, C major/C), drone.

Structure: intro, verse, chorus, call-and-response, chord pattern.

Timbre: drums, shakers, tuned percussion.

Visits/ Visitors

MEASURING IMPACT

Assessment

Children will sing a song in an electronic dance style, based on a verse / chorus structure using two cords – A minor and C major. Pupils will develop their listening skills in recognising a song's structure and changing chords, they will practise identifying crotched and quaver duration and develop composing skills using these duration and chords to create an accompaniment for the song.

National Curriculum for Music KS2 coverage:

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.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations.

Model Music Curriculum Year 3 coverage:

Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunelessly and with expression. Perform *forte* and *piano* (loud and soft).

Combine and know rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).

Develop facility in playing tuned percussion or a melodic instrument such as a violin and recorder.

Introduce and understand the difference between crotchets and paired quavers.