



Subject Theme Overview	Year	3	Charlton Kings Junior School
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Subject	Music	Theme	Storm composition	Term	5
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What should I know already?		What should I be able to do by the end of the unit?	
- That there are different genres of music. - How to talk in simple terms about a piece of music. - Some simple musical terminology such as pitch, rhythm and tempo.		- Respond to music using words and pictures. - Use the musical vocabulary I have learnt in previous units to describe what I hear. - Explore how to use different percussion instruments to create sound effects. - Work in a small group to compose a short piece of music on the theme of the sea. - Use graphic notation to represent my work.	
What should I know by the end of the unit?			Key Musical Vocabulary
Technical	Constructive	Expressive	
How to play tuned and untuned instruments with accuracy, demonstrating a feel for pulse and rhythm	- How to use some musical vocabulary accurately to describe what is heard. - That different parts of the orchestra have varying roles to play in the overall effect. - How to explain why certain IDs have been chosen in own composition work.	- How to respond creatively to a piece of music through words and artistic representation. - How to reflect the mood and dynamics of a piece of music when performing. - How to perform as a small group or whole class ensemble with a sense of timing and fluency.	Graphic score – a visual representation of music Motif – A short musical idea Composing – writing the music Scale - a series of notes moving stepwise Stab - a loud, short sound played by many musicians at the same time Pulse – The steady beat of the music Rhythm - The combination of long and short sounds to make patterns. Pitch – How high or low a sound is Timbre – The quality or colour of the sound produced Texture – How thick or thin the sound is Dynamics – How loud or soft a note is