



Curriculum Plans – Year 3 – Performing Arts

Please find below a detailed outline of the curriculum covered in Performing Arts in Year 3 in Key stage 2.

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	
Topic	<p>Water Music.</p> <p>This unit provides pupils with the stimulus of water as a basis for singing, performing, composing, improvising and listening to and appraising a wide variety of water-inspired music.</p> <p>Use the theme/stimulus of “water” in various forms – images, rivers, the water cycle, the sea – as a basis for creative composition and improvisation work</p> <p>Explore how composers have used the theme of “water” to create their own descriptive music</p> <p>Learn about melodic shape and dynamics exploring how these can be used to represent and describe water in various forms.</p> <p>Block theme – Planning for tomorrow: Clean water – Before the end of the topic, students will discuss how our water cycle compositions could be used to promote clean water and sustainable water use. Their answers will be used at the start of their compositions as a thought point before the performance starts.</p>		<p>Let's Celebrate!</p> <p>This unit provides pupils with the stimulus of inclusion and diversity under the banner of celebrations, which links to the block theme of Better together.</p> <p>Pupils will take part in a whole school initiative (Christmas video) and will sing together as a class or solo/duet.</p> <p>Pupils will think about how their class can showcase their talents through different art forms and mediums, using the theme/stimulus inclusion and diversity – Better together.</p> <p>Learn how to perform together so that everybody has a chance to shine.</p> <p>Learn to perform solo.</p> <p>Learn how to perform with confidence.</p> <p>Learn how to combine song and dance to create a performance.</p>	<p>The Victorians.</p> <p>This unit explores music and musical inventions in the Victorian period, beginning with an exploration into Victorian musical gadgets where pupils learn about gadgets such as the Music Box, Player Piano, Street Piano and Penny-in-the-Slot through listening and watching the gadgets in action, looking at sound production methods. Students will also think about how these gadgets have changed today and the innovation behind them, linking to the block theme of The working world.</p> <p>Learn about different Victorian musical inventions and how they have developed today – Innovations and The working world.</p> <p>Learn about Victorian street cries</p> <p>Learn about differences in pitch, pitch range and melodic shape in relation to street cries</p> <p>Learn about overlapping textures</p> <p>Learn about metres and beat in songs from Victorian Music Hall taking part in a class Victorian Music Hall performance with an awareness of occasion, venue and audience</p>			<p>Weather and Seasons.</p> <p>This unit develops pupil's ability to recognise how sounds and instruments can be used expressively and combined to create music in response to the weather.</p> <p>During this unit, pupils explore how sounds can be changed, combined and organised to create both a class and a group composition. They respond to stimuli suggested by the weather and explore ways in which sounds can be used expressively.</p> <p>How to portray different sounds relating to the weather and seasons in music</p> <p>How composers have responded to the weather and seasons through music Develop understanding of the genre of programme music</p> <p>Perform and compose pieces of music inspired by the weather and seasons.</p>	



Assessments	Use musical features such as timbre, dynamics and pitch in response to a variety of starting points on the theme of water, singing, performing, composing and improvising and describe, using musical vocabulary how water has been described in a variety of music from different times and places.		Sing or perform a whole school song. Sing or perform a whole class piece based on the theme of inclusion and diversity – Better together (song, dance, drama, poetry, sign language).	Sing or perform chords or bass line patterns or compose own rhythmic ostinati, combining different patterns at different times as part of a class Victorian Music Hall performance with a good sense of occasion, venue and audience	Organise, plan and refine sounds in expressive compositions of their own that portray the weather and seasons Perform own part of the opening of “Winter” from Vivaldi’s “The Four Seasons” in harmony		
	Academic Theme	Planning for Tomorrow	The World around us	Better Together	The Working World	Opportunities for Everyone	Keep it Green, Keep it Clean