

YEAR 3

Stone Age

Scheme of Work

Introduction

Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, $\frac{1}{2}$, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance.

Key Skills

- Listening: identify accuracy of rhythms played
- Composing: read & write rhythm notation, turn words into rhythms
- Performing: follow graphic score & western notation, rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, call & response, add actions
- Social: sharing, consideration, inclusion, respect, leadership, support
- Emotional: empathy, confidence
- Thinking: provide feedback, use feedback to improve, creativity, select & apply

Learning Objective

LESSON 1	To read, perform and write 1 beat and $\frac{1}{2}$ beat notes.
LESSON 2	To read, write and perform rhythms in time with the pulse.
LESSON 3	To read, perform and write rhythm notation using $\frac{1}{2}$ beat, 1 beat, 2 beat and 4 beat notes.
LESSON 4	To notate and perform rhythms including a rest.
LESSON 5	To compose and perform rhythm notation as an ensemble.

Assessment Criteria

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- I am beginning to experiment with given notes to create simple rhythmic patterns using 1 beat, $\frac{1}{2}$ beat, 2 beat and 4 beat notes and a 1 beat rest.
- I am beginning to record, recognise and perform ideas from simple western notation symbols.
- I am confident to perform as an individual and within a group.
- I can play a simple rhythm maintaining a steady pulse.
- I contribute ideas individually and in group work with consideration of the structure and theme of the music.
- I show an awareness of how to start, stop and stay together.
- I understand my role within the ensemble.

Links to the National Curriculum

ENGLISH

- Learning key vocabulary: pulse, rhythm, duration, notation
- Understand and follow instructions
- Communicate ideas using musical knowledge

MATHS

- Counting to stay in time with the pulse
- Counting to measure the length of a sound
- Following rhythm patterns