

Year 3 Term 1

How can the choices we make affect our well-being?

MUSIC



National Curriculum Links:

Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Use and understand staff and other musical notations.

Essential Prior Learning:

Recognise dot notation, matching it to three -note tunes played on tuned percussion.
Create and perform their own chanted rhythm patterns with stick notation.
Use graphic symbols, dot notation and stick notation to record compositions.

Progression in Skill:

Discuss thoughts and feelings about the music with each other.
Find different ways of moving in time with the music.
Talk about what a song means.
Identify when different instruments in the piece are being played.
Discuss the stories, origins, traditions, history and social context of the music.
Share ways of improving compositions with one another.
Begin to talk about the different purposes of music at different times in history and in cultures other than their own.
Compose known rhythmic notation with letter names to create rising and falling phrases using three notes.
Compose accompaniments to songs on untuned percussion using known rhythms and note values.

Read and understand the difference between minims, crotchets and quavers, and their rests; introduce the difference between crotchets and paired quavers.
Develop facility in playing tuned percussion.
Play and perform melodies following staff notation using a small range (three notes) as a whole class or in small groups (trios and quartets).
Use listening skills to correctly order phrases that use dot notation, showing different arrangements of the notes CDE.
Individually copy stepwise melodic phrases accurately and at different speeds: allegro and adagio; extend to question-and-answer phrases.
Introduce stave, lines and spaces, and clef.
Use dot notation to show higher or lower pitch.
Apply word chants to rhythms, understand how to link each syllable to one musical note.

Long-term Memory Knowledge:

Talk about music you have heard: how it makes you feel; what it might mean/be about and what instruments you can hear being played.
Move in time with music in different ways.
Compose musical phrases to accompany songs using untuned percussion, suggesting possible improvements.
Know the value of minims, crotchets and paired quavers, as well as their rests; use dot notation to show pitch and begin to talk about stave lines, the space between and clefs.
Play a simple melody of three notes using tuned percussion, e.g. xylophone, glockenspiel.
Order the different phrases of a piece of music you are familiar with.
Through listening, copy a phrase you have heard.
Demonstrate matching each syllable of a word to one musical note.

Key Vocabulary

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| Compositions | Pieces of music that have been created by someone. A composition is what you get when you make up your own music. |
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| Rhythmic notation | A way of writing down rhythms using musical symbols so that others can read and perform the music. |
| Minims | Musical notes that last for two beats. They are held for a longer time than crotchets. |
| Quavers | Notes that last for half a beat. Two quavers fit into the same amount of time as one crotchet. |
| Rests | Symbols that show silence in music. Each rest tells you how long to be silent for. |
| Allegro | A musical term that means the music should be played fast and lively. |
| Adagio | A musical term that means the music should be played slowly and calmly. |
| Stave | A set of five horizontal lines used to write music. Notes are placed on the lines and spaces to show pitch. |
| Lines | The five lines of the stave where musical notes are written to show how high or low the sounds are. |
| Clef | A symbol written at the beginning of the stave. It tells us the name and pitch of the notes on the lines and spaces. The most common clef is the treble clef. |

Progression in Resources:

Glockenspiels

Relevance

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| Now | Enjoy playing a tuned instrument and understand that there are different notes. |
| Future | Take an interest in listening to a variety of music and play instruments and listen to music for enjoyment. |
| Aspiration | Children to become musicians in tuned and untuned instruments. |