

Year 3 Term 2

How useful is the world around us?

MUSIC



National Curriculum Links:

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

Essential Prior Learning:

Be able to use glockenspiels using a simple range of notes.
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:

Sing a widening range of songs in unison, with varying styles and structures and a pitch range of five notes.
Perform forte (loud) and piano (soft).
Confidently perform actions in time to a range of songs.
Understand and be able to follow the leader/conductor.
Walk, move or clap a steady beat with others, adapting to changes in tempo.
Develop improvisational skills (using voices, tuned and untuned percussion and instruments), inventing short 'on the spot' responses using notes within the major scale.
Structure musical ideas (e.g. echo or question and answer phrases) to create music with a beginning, middle and end.

Compose accompaniments to songs on untuned percussion using known rhythms and note values.
Play and perform melodies following staff notation using a small range (three notes) as a whole class on in small groups (trios and quartets).
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.

Long-term Memory Knowledge:

Know how voices can be used expressively in group singing.
Recognise contrasts in musical sound, such as volume and texture.
Know how to respond physically to music through movement, gesture, or coordinated action.
Understand the role of musical leadership and respond to direction in group settings.
Know how to maintain a steady pulse and adapt to changes in musical flow or speed.
Creatively respond to music using voice, instruments, and sound-making objects.
Know how to organise musical ideas to create a sense of structure and progression.
Know how to contribute rhythmic patterns to group music-making using available sound sources.
Know how to interpret and respond to simple visual representations of musical sound.
Notice changes in pitch, pace and shape.
Begin to understand how musical sounds can be represented and communicated visually.

Key Vocabulary	
Pentatonic scale	A set of 5 notes used in music.
Note clusters	Notes close together played at the same time.
Chords	3 or more notes played together.
Ostinato	A pattern that repeats.
Echo	A sound that repeats after a delay.
Phrase	A short part of music, like a sentence.
Call and response	One-part plays/sings, another answers.
Beat	The steady pulse of the music.
Unison	Everyone plays or sings the same thing together.
Round	Same tune sung at different times.
Accompaniment	Music that supports the main tune.

Progression in Resources:

Glockenspiels

Relevance	
Now	Actively engage in music-making through singing, movement, and playing.
Future	Work in ensembles, responding to others, and contributing meaningfully. Express themselves through performing and creating music.
Aspiration	Lifelong enjoyment and appreciation of music.