

Year 3 Term 2

**What has a greater impact on our lives: humans or nature?
MUSIC**



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.
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.

Long-term Memory Knowledge

Respond to a piece of music, describing how it makes you feel or what it makes you think about.
Demonstrate an understanding of dynamics, pitch and tempo through the way you move in response.
Know that music can come from different places and can show different things.
Know that music can have different purposes in different times and places.
Be able to share ideas to help improve music made together.
Be able to put musical ideas together to make a beginning, middle and end.
Know how to make up simple musical ideas using voices or instruments.

Key Vocabulary

steady beat	a beat that stays the same and does not speed up or slow down.
repetition	when a sound or pattern happens again and again.
rhythm	a pattern of long and short sounds.
pattern	a set of sounds or musical ideas that happen in a certain order.
fugue	music where a tune starts, then another part copies it soon after.
round	a song where different groups start the same tune at different times.
unison	everyone singing or playing exactly the same thing at the same time.
layers	different sounds happening at the same time, like building blocks.
combining sounds	putting different voices or instruments together to make music.

Progression in Resources

Glockenspiels

Relevance

Now	Share ideas and feelings about music, move creatively to it, and experiment with sounds and ideas to understand how music is made.
Future	Listen carefully when listening to music, work with others to create and improve music, and explore how music connects to different cultures and times.
Aspiration	Develop confidence to express themselves through music, appreciate music from many places, and enjoy creating their own ideas.

National Curriculum Links

Listen with attention to detail and recall sounds with increasing aural memory.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Appreciate and understand a wide range of high-quality live and recorded music from different traditions and great composers/musicians.
Develop an understanding of the history of music.

Essential Prior Learning

Music can create a mood or make people think or feel a certain way.
Talk about the dynamics, pitch and tempo in a piece of music, noticing if they change at all within the one piece.
Begin to talk about the style of a piece of music.
Recognise some common instruments from the sounds they make in a piece of music.
Talk about the stories, origins, traditions, history and social context of the music.
Create music in response to a non-music stimulus, e.g. storm, car race, rocket launch.
Notice that music is often structured.