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).

Long-term Memory Knowledge:

Demonstrate singing as part of a group, singing loudly or softly as the music requires.
Perform actions in time with known songs.
Know the purpose of a leader/conductor in a musical group and follow their instructions.
Move in time to a steady beat, alongside others, and respond appropriately to a change in tempo.
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 within a piece of music.
Use untuned percussion to accompany songs.
Begin to understand how musical sounds can be represented and communicated visually using staff notation.

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	Children develop a greater enjoyment of music through singing and playing with greater confidence and skill; they have a means to record their compositions, meaning they can return to it at a later date to use again and/or improve.
Future	Children enjoy taking part in music – singing and/or playing – in their every day lives, with family and friends, to entertain.
Aspiration	Children study music to a high level, achieving qualifications; they work within the music industry: playing professionally, conducting, composing, etc. They may take on a coaching or educational role, working with adults and/or children.