

Year 3 - Music

Autumn	Spring	Summer
Singing/Moving	Recorder Introduction/Singing/ Body Percussion1	Ensemble Development
<ul style="list-style-type: none"> ○ Singing development/aural awareness ○ Singing games and rounds ○ Development of aural awareness and musical literacy using Solfa. 	<ul style="list-style-type: none"> ○ Singing development – rounds and singing games ○ Teacher led body percussion – coordination development ○ Recorder skills – tonguing, minimum notes BA or CA. ○ Reading from staff notation. 	<ul style="list-style-type: none"> ○ Recorder skills – tonguing, minimum notes BAG CD ○ Mixture of rote learning, staff notation and playing from memory ○ Playing and singing in parts (rec/sing/body perc/classroom perc if available)

By the end of Year 3 most children should be able to:

Vocal

- Sing songs from memory with confidence, enjoyment and expression
- Sing songs accurately at a given pitch
- Sing alone and with others with awareness of pitch
- Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy
- Sight-sing simple melodic patterns from staff notation
- Take the lead in simple vocal warm ups

Instrumental - Recorder

- Hold recorder correctly and cover the holes accurately to produce at least - BAGCD
- Articulate notes correctly
- Use correct breath pressure
- Play melodies from staff notation and by rote
- Improvise patterns using notes learnt

Body Percussion and Moving

- Keep a steady beat on their body with confidence at a range of tempi
- Walk in time to music confidently
- Subdivide a beat in duple or compound time (knee pat and clap)
- Perform singing game actions in time, coordinating with others
- Speak, clap and play more complex rhythmic patterns in the context of a beat
- Perform sequences of body percussion movements with control and accurate timing
- Improvise rhythms using body percussion

Ensemble Development

- Play/sing in time with the group
- Maintain a part in a round/partner song with awareness of others
- Play an ostinato accompaniment with awareness of others
- Play simple recorder part to accompany songs
- Play simple recorder pieces in 2 parts

Listening and Understanding

- Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers
- Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.)
- Suggest and make improvements to their own work and comment using appropriate vocabulary
- Recognise common orchestral instruments
- Use some Italian terms when talking of pitch, tempo, duration and dynamics

*These outcomes assume that children have been participating in *Music'sCool*TM in the EYFS and KS1 and should in this case be used as a guide with the understanding that children will not have progressed this far in every area

Suggested Vocabulary:

Tempo, pitch, dynamics, beat, rhythm, improvisation, accompaniment, ostinato, names of instruments, mood/expression words, relevant notational symbols, relevant Italian terms.

<u>YEAR 3</u>	KNOWLEDGE	SKILL
<p>History of Music</p> <p><u>Early Music</u></p> <p><u>Renaissance Music</u></p>	<p>To know the time era of "Early Music"</p> <p>To know the names of early musical instruments.</p> <p>To know how early instruments were made and played.</p> <p>To know the names of some early composers</p> <p>To know key facts about Ancient Egyptian music</p> <p>To know key facts about Ancient music and instruments.</p> <p>To know when the Renaissance period was</p> <p>To know the name of key renaissance composers</p> <p>To know key facts about Renaissance music and instruments.</p> <p>To know the name of renaissance instruments</p>	<p>To listen with growing attention to detail</p> <p>To compare and contrast instruments then and now</p> <p>To give opinions about music we hear.</p> <p>To use ICT to research facts about music history</p> <p>To be able to recall and talk about facts about ancient and Renaissance music</p> <p>To use pictures and artefacts to find out about musical history</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>