

• **Music: Year 3**

National Curriculum links:

- 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
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Sequence of learning;

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Ballads</u>	<u>Creating compositions in reponse to an animation (mountains)</u>	<u>Developing singing technique</u>	<u>Pentatonic melodies and composition</u>	<u>jazz</u>	<u>Traditional instruments and improvisation</u>
To use musical vocabulary to explain the stylistic features of a ballad.	To tell a story from a piece of music through movement.	To sing in time with others.	To learn about the music used to celebrate the Chinese New Year festival.	To sing and clap a syncopated rhythm for a ragtime-style song.	To form an opinion of Indian music.
To explore how actions can impact performance.	To create a soundscape using percussion instruments.	To sing in time with others.	To play a pentatonic melody on a tuned percussion instrument.	To improvise a call and response.	To be able to improvise using given notes.
To plan a musical structure inspired by a story.	To create a range of sounds to accompany a story.	To recognise simple rhythmic notation by ear and by sight.	To write and perform a pentatonic melody.	To be able to scat sing using the call and response format.	To be able to improvise using given notes.
To create lyrics that match a melody.	To compose and perform a rhythm to accompany a story.	To use simple rhythmic notation to compose a Viking battle song.	To perform a group composition.	To create a jazz motif.	To create a piece of music using a drone, rag and tal
To show awareness of style, structure and features to perform a ballad.	To compose and notate a short melody to accompany a story.	To perform music with confidence and discipline.	To perform a piece of music as a group.	To adapt a familiar tune using jazz rhythms.	To perform a piece of music using musical notation.

Key vocabulary:

Crotchet	duration	timbre	Melodic pattern
lyrics	phrase	Major key	Letter notation