

## Music

### Year group - Year Three

Listen & Appraisal	Inter-related Dimensions	Use voices	Playing Instruments	Improvisation	Composition
<b>L1</b> Can I recognise/identify the following music genres: reggae, pop, classical and rap	<b>D1</b> Can I find the pulse on my own with more confidence?	<b>V1</b> Can I work as part of a group and develop confidence to sing alone?	<b>P1</b> Can I play a classroom instrument, as part of a group, with more knowledge and confidence?	<b>I1</b> Can I continue to explore and create simple musical sounds, with voices and instruments?	<b>C1</b> Can I compose a melody using crochets? (1 beat notes)
<b>L2</b> Can I find a steady beat within the music?	<b>D2</b> Can I explain, with some confidence, how pitch, rhythm, dynamics and tempo work in a piece of music?	<b>V2</b> Can I warm up my voice and explain why this is important?	<b>P2</b> Can I play more than one given part in an ensemble setting?	<b>I2</b> Can I improvise with some confidence?	<b>C2</b> Can I compose using three or more notes?
<b>L3</b> Can I recognise the sounds of the musical instruments used within a piece of music?	<b>D3</b> Can I clap/play simple rhythms and copy one or two note pitches with confidence?	<b>V3</b> Can I sing in time with a group (paying attention to the pulse)?	<b>P3</b> Can I respond to basic cues from the conductor/leader?	<b>I3</b> Can I create my own rhythmic pattern in a group or solo situation?	<b>C3</b> Can I record my composition in a way I choose? (pictorial, standard notation)
<b>L4</b> Can I identify the simple structure of a piece of music? (ABAB, Verse, Chorus, Bridge etc.)	<b>D4</b> Can I create my own rhythm?	<b>V4</b> Can I follow a leader/conductor?	<b>P4</b> Can I treat my instrument with care and respect?	<b>I4</b> Can I perform my improvisations on my own or within a group?	<b>C4</b> Can I demonstrate an understanding of the inter-related dimensions of music? (Beat, rhythm, tempo, dynamics etc.)
<b>L5</b> Can I use the correct musical language when in a discussion setting?		<b>V5</b> Can I discuss the meaning of a song by breaking down the lyrical content?	<b>P5</b> Can I begin to play more confidently as part of an ensemble? (by ear)		
<b>L6</b> Can I place a piece of music in a timeline of different genres and composers that I have studied?					
<b>L7</b> Can I continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, tempo and dynamics					

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### Topic coverage

Autumn One <i>Ugl</i>  <i>Let your Spirit Fly</i>	Autumn Two <i>Roll Up, Roll Up!</i>  <i>Glockenspiel 1</i>	Spring One <i>Ratatouille</i>  <i>Three Little Birds</i>	Spring Two <i>Ay Up Me Duck!</i>  <i>The Dragon Song</i>	Summer One <i>Tumbleweed</i>  <i>Bringing us Together</i>	Summer Two <i>Tumbleweed</i>  <i>Rewind, Repeat and Replay</i>
<b>L1 - L7</b> <b>D1 - D4</b> <b>V1- V5</b> <b>P1 - P5</b> <b>I1 - I4</b> <b>C1 - C4</b>		<b>L1 - L7</b> <b>D1 - D4</b> <b>V1- V5</b> <b>P1 - P5</b> <b>I1 - I4</b> <b>C1 - C4</b>		<b>L1 - L7</b> <b>D1 - D4</b> <b>V1- V5</b> <b>P1 - P5</b> <b>I1 - I4</b> <b>C1 - C4</b>	
<b>Vocabulary</b>		<b>Vocabulary</b>		<b>Vocabulary</b>	
<u>Elements</u> structure introduction verse chorus pulse (beat) rhythm pitch tempo texture dynamics melody notation crochet  <u>Pathway</u> listening and appraising improvise compose call and respond perform critique		<u>Elements</u> structure introduction verse chorus pulse (beat) rhythm pitch tempo texture dynamics melody notation crochet  <u>Pathway</u> listening and appraising improvise compose call and respond perform critique		<u>Elements</u> structure introduction verse chorus pulse (beat) rhythm pitch tempo texture dynamics melody notation crochet  <u>Pathway</u> listening and appraising improvise compose call and respond perform critique	

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<p><u>Instruments</u></p> <p>bass drums guitar keyboard piano electric guitar backing vocals glockenspiel percussion bass drum wind orchestra flute clarinet</p> <p><u>Genre/Style</u></p> <p>genre lyrics Pop Rap Reggae Classical</p>	<p><u>Instruments</u></p> <p>bass drums guitar keyboard piano electric guitar backing vocals glockenspiel percussion bass drum wind orchestra flute clarinet</p> <p><u>Genre/Style</u></p> <p>genre lyrics Pop Rap Reggae Classical</p>	<p><u>Instruments</u></p> <p>bass drums guitar keyboard piano electric guitar backing vocals glockenspiel percussion bass drum wind orchestra flute clarinet</p> <p><u>Genre/Style</u></p> <p>genre lyrics Pop Rap Reggae Classical</p>
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I will know...

Listening and Appraising

- How to confidently identify and move to the pulse
- That the lyrics of a song hold meaning and be able to discuss what a song is about and how it makes me feel.
- That songs feature different musical dimensions e.g. dynamics, tempo and I will be able to identify where they are used.
- How to identify the main sections of a song e.g., introduction, chorus.
- The names of instruments used in a song.
- How pulse pitch and rhythm work together to create a song and the difference between them.
- That songs can make you feel different things e.g. happy, energetic, sad.

## Music

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#### Call and Respond

- The difference between a musical question and an answer.
- How rhythms are different from a steady pulse and build on this through copying rhythms based on a pulse
- How to start and stop singing when following a leader with confidence

#### Improvising

- How to talk about improvisation
- How to improvise using my voice, body percussion or an instrument
- How to improvise with increasing confidence within a directed group ensemble or as a soloist

#### Composing

- How to talk about composition and how to record compositions.
- How to create a simple melody using one, three or five different notes.
- That it is important to reflect and my work; what I am pleased with and how I might change it.

#### Perform

- How to sing in unison and in simple two parts
- How to demonstrate a good singing posture.
- How to follow a leader when singing.
- How to sing with an awareness of the tune.
- Why you must warm up your voice.
- How to talk about instruments used in class.
- How to treat instruments carefully and with respect.
- How to play differentiated parts on an instrument from memory or notation.
- How to talk about performing; what it means and how to give a great performance.