



Music Curriculum: Year 3

What are the aims and intentions of this curriculum?

That by the end of KS2, pupils will:

- 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

Term	Topic	Key Learning	Vocabulary
Autumn	Ballads	Know that a ballad tells a story through song Know that lyrics are the words of a song Know that in a ballad, a 'stanza' is a verse Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary Recognise and explain the changes within a piece of music using musical vocabulary Begin to show an awareness of metre Begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work Compose a piece of music in a given style with voices and instruments Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance	ballad, ensemble, compose, lyrics



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Spring	Developing singing technique	<p>Know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad</p> <p>Know that different notes have different durations, and that crotchets are worth one whole beat</p> <p>Understand that 'reading' music means using how the written note symbols look and their position to know what notes to play</p> <p>Know that written music tells you how long to play a note for</p> <p>Understand that music from different parts of the world, and different times, has different features</p> <p>Recognise and explain the changes within a piece of music using musical vocabulary</p> <p>Begin to show an awareness of metre</p> <p>Begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work</p> <p>Compose a piece of music in a given style with voices and instruments</p> <p>Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions</p> <p>Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</p> <p>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p>Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology</p>	composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined
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<p>Spring/Summer</p>	<p>Pentatonic melodies and composition</p>	<p>Know that the word 'crescendo' means a sound getting gradually louder Know that some traditional music around the world is based on five notes called a 'pentatonic' scale Understand that a pentatonic melody uses only the five notes C D E G A Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary Understand that music from different parts of the world, and different times, has different features Recognise and explain the changes within a piece of music using musical vocabulary Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement Begin to show an awareness of metre Begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic) Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions Suggest and implement improvements to their own work, using musical vocabulary Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology</p>	<p>tempo, crescendo, dynamics, timbre, duration</p>
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Summer	Traditional instruments and improvisation	<p>Know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music</p> <p>Know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'</p> <p>Know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'</p> <p>Know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note</p> <p>Know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music</p> <p>Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Understand that music from different parts of the world, and different times, has different features</p> <p>Recognise and explain the changes within a piece of music using musical vocabulary</p> <p>Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</p> <p>Begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work</p> <p>Compose a piece of music in a given style with voices and instruments</p> <p>Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions</p> <p>Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p>Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology</p>	sitar, tanpura, tabla, tala, rag, tempo, dynamics, bollywood, drone, notation
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