



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### Music - Year 3



Inter-related dimensions of music:  
Pitch  
Duration  
Dynamics  
Tempo  
Timbre  
Texture  
Structure  
Appropriate musical notation



<p><b>YEAR 3 CYCLE B</b></p>	<p><b>Developing singing technique</b> Theme: The Vikings (Year 3) <b>COMPOSING &amp; PERFORMING FOCUS</b></p>	<p><b>Traditional instruments and improvisation</b> Theme: India (Year 3) <b>COMPOSING &amp; PERFORMING FOCUS</b></p>	<p><b>Musical Theatre</b> <b>Annie</b> <b>LISTENING &amp; PERFORMING FOCUS</b></p>
<p><b>KNOWLEDGE ORGANISERS</b></p>			
<p><b>KEY VOCAB</b></p>	<p>Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined</p>	<p>Bollywood, drone, dynamics, notation, rag, sitar, table, tanpura, tala, tempo</p>	<p>Major, minor, parts, ensemble, notation, duration, pitch, duration, dynamics, tempo, timbre, structure, verse, refrain, harmony Transposing a melody - (changing key) harmony, ostinato, bass line, glissando, loop, A Capella, ballad, lyrics, Stanza, crescendo, ensemble</p>
<p><b>SUBSTANTIVE KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>To 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.</li> <li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>To know that written music tells you how long to play a note</li> </ul>	<ul style="list-style-type: none"> <li>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</li> <li>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</li> <li>To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.</li> <li>To 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.</li> <li>To 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.</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>To know that a ballad tells a story through song.</li> <li>To 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.</li> <li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>To know that the word 'crescendo' means a sound getting gradually louder.</li> <li>To understand that the timbre of instruments played affect the mood and style of a piece of music.</li> <li>To know that in a ballad, a 'stanza' means a verse.</li> <li>To know that an ensemble is a group of musicians /vocalists who perform together.</li> <li>To know that to perform well, it is important to listen to the other members of your ensemble.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>To know that a bass line is the lowest pitch line of notes in a piece of music</li> <li>To know that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</li> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>To know that both instruments and voices can create audio effects that describe something you can see.</li> <li>To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>To know that when you sing without musical accompaniment it is called 'A Capella'.</li> <li>To understand that harmony means playing two notes at the same time, which usually sound good together.</li> </ul>

			<ul style="list-style-type: none"> <li>To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> </ul>
<b>MAKING CONNECTIONS</b>	<p><b>Year 2 – Musical Me</b></p> <ul style="list-style-type: none"> <li>To know that 'melody' means a tune.</li> <li>To know that 'notation' means writing music down so that someone else can play it.</li> <li>To know that 'accompaniment' can mean playing instruments along with a song.</li> <li>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> </ul> <p><b>Year 4 – Changes in pitch, tempo and dynamics (Rivers)</b></p> <ul style="list-style-type: none"> <li>To know that when you sing without accompaniment it is called 'A Capella'.</li> <li>To know that harmony means playing two notes at the same time, which usually sound good together.</li> <li>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>To know that 'performance directions' are words added to music notation to tell the performers how to play.</li> </ul>	<p><b>Year 2 – Myths and legends</b></p> <ul style="list-style-type: none"> <li>I know that a graphic score can show a picture of the structure of music.</li> <li>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</li> <li>To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</li> </ul> <p><b>Year 4 – Adapting and transporting motifs (Romans)</b></p> <ul style="list-style-type: none"> <li>To know that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!).</li> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.</li> <li>To know that dynamics can change the effect a sound has on the audience.</li> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song e.g. "let it go .let it go "</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>To know that a bass line is the lowest pitch line of notes in a piece of music</li> <li>To know that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</li> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>To know that both instruments and voices can create audio effects that describe something you can see.</li> <li>To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>To know that when you sing without musical accompaniment it is called 'A Capella'.</li> <li>To understand that harmony means playing two notes at the same time, which usually sound good together.</li> <li>To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> </ul>
<b>KEY SKILLS</b>	<ul style="list-style-type: none"> <li>Understanding that music from different parts of the world, and different times, has different features.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>Composing a piece of music in a given style with voices and instruments.</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style.</li> <li>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Understanding that music from different parts of the world, and different times, has different features.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>Composing a piece of music in a given style with voices and instruments.</li> <li>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Understanding that music from different times has different features.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</li> <li>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music</li> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> </ul>