



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



YEAR 3 CYCLE A	Instrumental scheme: South Africa (KS2) PERFORMING FOCUS	Pentatonic melodies and composition Theme – Chinese New Year (Y3) LISTENING & THE HISTORY OF MUSIC FOCUS	Musical Theatre LISTENING & PERFORMANCE FOCUS
KNOWLEDGE ORGANISERS			
KEY VOCAB	<p>Music notation, Staff notation, tuned percussion, Staff / stave, Treble clef, Lines, Spaces South Africa, Traditional, Gumboot dance, Rhythm, Body percussion, Ostinato, Rest, Crotchet, Minim, Semibreve, Rest, Compose, Dynamics</p>	<p>Tempo, crescendo, dynamics, timbre, duration</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, crescendo, ballad, stanza, lyrics, ensemble</p>
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> To know the key features of South African Gumboot music. To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown. To know the correct technique for playing tuned percussion instruments. 	<ul style="list-style-type: none"> To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. 	<p>Year 3</p> <ul style="list-style-type: none"> To know that a ballad tells a story through song. 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. To know that different notes have different durations, and that crotchets are worth one whole beat. To know that the word 'crescendo' means a sound getting gradually louder. To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that in a ballad, a 'stanza' means a verse. To know that an ensemble is a group of musicians /vocalists who perform together. To know that to perform well, it is important to listen to the other members of your ensemble <p>Year 4</p> <ul style="list-style-type: none"> To know that a bass line is the lowest pitch line of notes in a piece of music 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. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that both instruments and voices can create audio effects that describe something you can see. To know that a 'loop' in music is a repeated melody or rhythm. To know that when you sing without musical accompaniment it is called 'A Capella'. To understand that harmony means playing two notes at the same time, which usually sound good together. 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

<p>MAKING CONNECTIONS</p>	<p>Year 2 – Prior learning from a range of previous Year 2 units</p> <ul style="list-style-type: none"> To understand that ‘melody’ means a tune. To know that ‘notation’ means writing music down so that someone else can play it. To know that a melody is made up from high and low pitched notes played one after another, making a tune. To know that dynamics can change the effect a sound has on the audience. To know that the tempo of a musical phrase can be changed to achieve a different effect. To know that musical instruments can be used to create ‘real life’ sound effects. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 	<p>Year 2 – Dynamics, timbre, tempo and motifs (Space) *Please note, this unit is not covered within the ‘Condensed version’ of this scheme, however, please use this substantive knowledge to support prior learning.</p> <ul style="list-style-type: none"> To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. <p>Year 4 – Haiku music and performance (Hanami) *Please note, this unit is not covered within the ‘Condensed version’ of this scheme, however, please use this substantive knowledge for stretch and challenge.</p> <ul style="list-style-type: none"> To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To know that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music. 	<p>Year 2</p> <ul style="list-style-type: none"> To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune. To know that dynamics can change the effect a sound has on the audience. To understand that the tempo of a musical phrase can be changed to achieve a different effect. 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” <p>Year 4</p> <ul style="list-style-type: none"> To know that a bass line is the lowest pitch line of notes in a piece of music 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. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that both instruments and voices can create audio effects that describe something you can see. To know that a 'loop' in music is a repeated melody or rhythm. To know that when you sing without musical accompaniment it is called 'A Capella'. To understand that harmony means playing two notes at the same time, which usually sound good together. 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.
<p>KEY SKILLS</p>	<p>Year 3 <u>Listening</u></p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary when discussing improvements to their own and others’ work. <p><u>Composing</u></p> <ul style="list-style-type: none"> Suggesting and implementing improvements to their own work, using musical vocabulary. <p><u>Performing</u></p> <ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. <p>Year 4 <u>Listening</u></p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. <p><u>Composing</u></p> <ul style="list-style-type: none"> Beginning to improvise musically within a given style. <p><u>Performing</u></p> <ul style="list-style-type: none"> Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<p>Year 3</p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Understanding that music from different times has different features. <p>Year 4</p> <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying scaled dynamics (crescendo/decelcendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music 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. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary