



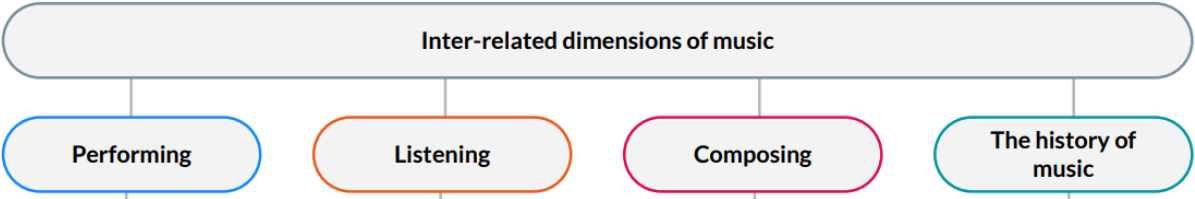
Singleton Church of England Primary School

Progression of Skills and Knowledge

Music - Year 3



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



*KS2 only

YEAR 3 CYCLE B	Developing singing technique Theme: The Vikings (Year 3) COMPOSING & PERFORMING FOCUS	Traditional instruments and improvisation Theme: India (Year 3) COMPOSING & PERFORMING FOCUS	Musical Theatre Annie LISTENING & PERFORMING FOCUS
KNOWLEDGE ORGANISERS			
KEY VOCAB	Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined	Bollywood, drone, dynamics, notation, rag, sitar, table, tanpura, tala, tempo	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
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none">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 understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.To know that written music tells you how long to play a note	<ul style="list-style-type: none">To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.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.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.	<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 musicTo 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.

			<ul style="list-style-type: none"> 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.
MAKING CONNECTIONS	<p>Year 2 – Musical Me</p> <ul style="list-style-type: none"> To know that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To know that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. <p>Year 4 – Changes in pitch, tempo and dynamics (Rivers)</p> <ul style="list-style-type: none"> To know that when you sing without accompaniment it is called 'A Capella'. To know that harmony means playing two notes at the same time, which usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that ‘performance directions’ are words added to music notation to tell the performers how to play. 	<p>Year 2 – Myths and legends</p> <ul style="list-style-type: none"> I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. <p>Year 4 – Adapting and transporting motifs (Romans)</p> <ul style="list-style-type: none"> 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 dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. 	<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.
KEY SKILLS	<ul style="list-style-type: none"> 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. 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. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 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 identifying these symbols using musical terminology. 	<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 use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 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 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/decrescendo) 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