

# Brookside Academy Skills, Knowledge and Vocabulary document

## Music Year 3

### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

#### KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### KS2

Pupils should be taught to:

- 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.

**Music Intention Statement**

At Brookside Academy, our intention is for children to gain an understanding of Music, through listening, singing, playing and composing. We aim to cultivate a sense of curiosity towards all genres of music from across the world; providing exposure to a variety of artists, styles, eras, cultures and traditions. Children will be encouraged to explore music and develop an appreciation for how music can represent different feelings, emotions and narratives to each individual. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and creativity of all children.

Year 3		
	Skills and Knowledge	Vocabulary
Singing	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures</li> <li>• Perform forte and piano</li> <li>• Perform actions confidently and in time to a range of action songs</li> <li>• walk, move or clap a steady beat with others, changing the speed as the tempo alters.</li> <li>• Perform as a choir in school assemblies.</li> </ul>	unison forte piano tempo choir
Listening	<ul style="list-style-type: none"> <li>• Recorded and live performances (<i>inc. other schools / year groups</i>)</li> <li>• Develop an understanding of stories, origins, traditions, history and social context of music.</li> <li>• Must cover - Western Classical tradition and film, Popular music, Musical Traditions  <i>(Examples in N.C. but could easily be linked in to topics, RE, Geography etc, but still needs to link across the school)</i>  <i>Greeks / Romans - traditional folk music</i>  <i>Ourselves - body percussion</i></li> </ul>	beat improvising tuned /untuned percussion echo question and answer phrases
Composing	<p><u>Improvise</u></p> <ul style="list-style-type: none"> <li>• Become more skilled in improvising (<i>using voice, tuned and untuned percussion</i>) by inventing short 'on-the-spot' responses using a limited note range.</li> <li>• Begin to structure ideas (<i>echo, question and answer phrases</i>) to create music that has a beginning, a middle and an end.</li> <li>• Compose responses to different stimuli and sources (<i>stories, verse, painting and photographs</i>)</li> </ul> <p><u>Compose</u></p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases (<i>using just three notes - do, re, mi</i>)</li> <li>• Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul>	rhythms note values melody melodic instruments staff notation trio quartet solo allegro adagio stave
Musicianship / Performing	<p><u>Instrumental performance</u></p> <ul style="list-style-type: none"> <li>• Develop facility in playing tuned percussion or melodic instruments (<i>eg. violin / recorder</i>)</li> <li>• Play and perform melodies following staff notation using a small range (<i>middle C - E</i>) as a whole class or small groups (<i>trios / quartets</i>)</li> <li>• Use listening skills to correct order phrases using dot notation, showing different arrangements of notes (<i>C-D-E, C-C-D etc</i>)</li> <li>• Individually (<i>solo</i>) copy melodic phrases with accuracy at different speeds (<i>allegro and adagio</i>). Extend to question and answer phrases.</li> </ul> <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> <li>• Introduce the stave, lines and spaces and clef.</li> <li>• Use dot notation to show higher or lower pitch.</li> <li>• Introduce and understand the difference between crotchets and paired quavers</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>	clef crotchets paired quavers quavers