

Our School Values- Music	
Love	We show love by enjoying a range of different music and experiences.
Courage	We show courage by being brave and performing in front of others.
Unity	We show unity by singing as a group and working together to create music.
Inspiration	We show inspiration by encouraging others to have a go or by being inspired to try a new instrument or skill by others' talents.



Year 3

Music

Recorder Magic



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.

Key Listening in this topic

Recorder music

<https://www.youtube.com/channel/UCtrtCvRBjJgqZaDI7FDg64+Q>

Key Vocabulary

Word	Definition
pitch	How high or low a musical note is
range	The distance from the lowest to the highest pitch.
tempo	How quick or slow the music is.
dynamics	The volume of the music
unison	When lots of people play the same thing at the same time
solo	When one person plays on their own
parts	The section of the music played by one instrument or person
rhythmic pattern	The pattern of quick and slow notes in a piece of music
melodic pattern	The pattern of a piece of music—including its quick and slow notes and the pitch of these
staff	The special lines music is written on which tell a musician which note to play
musical	How music is 'written down' so it can be read.



	Knowledge I already know	Knowledge I will learn
Listen, recall and respond	<p>To recognise and respond to high, low and middle sounds (pitch)</p> <p>To recognise and respond to a pulse and patterns of long and short sounds (duration)</p> <p>To understand loud, quiet and silence (dynamics)</p> <p>To understand and use the term 'tempo' when discussing slow and fast sounds.</p> <p>To identify and recognise repeated patterns and follow a range of musical instructions.</p>	<p>How to use the term pitch when discussing higher and lower sounds and general shapes of a melody within a piece.</p> <p>The difference between pulse and rhythm (duration)</p> <p>That rhythmic patterns fit to the beat (duration)</p> <p>How to use the term dynamics when describing loud and quiet sounds.</p>
Sing, play and perform	<p>To know how to perform simple patterns and accompaniments keeping to a steady pulse when using instruments.</p>	<p>That dynamics mean how loud or quiet a piece of music is</p> <p>How to play instruments gradually getting louder and quieter</p> <p>How to perform simple melodic and rhythmic parts</p>

LI: I can hold a recorder and perform a musical piece	Lessons 2-5 LI: I can play a given piece, showing my understanding of dynamics and melody.	Lessons 6-8 LI: I can show my understanding of parts and melody in my playing	LI: I can perform the musical compositions I have learned.
Initial performance. Teaching basics of recorder hold and two new notes.	Learning a range of pre-written songs on the recorder.	Developing my performances so I can play in parts and unison.	Class performances.