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| Year 3 Music |

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| **Taught through whole school SIPS Music Specialist – Cornet lessons (weekly)** |
| **NC Strand**  | **KEY SKILL** | **LEARNING OBJECTIVE** |
| **Listen and Appraise** | To confidently identify and move to the pulseTo think about what the words of a song mean and how it makes them feelTo appreciate others thoughts on a piece of music | I know 5 songs from memory and who sang them or wrote them.I know the style of the 5 songs.I can choose one song and be able to talk about it (lyrics, musical dimensions, sections, instruments) |
| **Musical Dimensions** | To find a pulse To create their own simple rhythm pattern and copy back a rhythm using notation | I know how to find and demonstrate the pulse.I know the difference between pulse and rhythm.I know how pulse, rhythm and pitch work together to create a songI know that every piece of music has a pulse/steady beatI know the difference between a musical question and an answer |
| **Singing** |  To sing in unison and in simple two-partsTo demonstrate a good singing postureTo follow a leader when singing To enjoy and explore singing soloTo sing with awareness of being “in tune”  | I know singing in a group is called a choirI know a person who the choir or group follow is called a leader or conductorI know songs can make you feel different things, e.g. happy, energetic or sadI know that singing as part of an ensemble or large group is fun, but you must listen to each otherI know why we must warm up our voice |
| **Playing** | Play and one or all four differentiated parts on a tuned instrument from memory or using notationTo rehearse and perform their partTo listen to and follow musical instructions from a leader | I know and able to talk about the instruments used in class  |
| **Improvisation** | Listen and copy back using instruments, using 2 different notesListen and play your own answer to a musical phrase using 1 or 2 different notes | I know and able to talk about improvisation.I know that improvisation is making up your own tunes on the spotI know when some improvises they make up their own tune that has never been heard before and it belongs to themI know that using one or two notes confidently is better than using fiveI know that if you improvise using the notes you are given, you cannot make a mistake. |
| **Composition** | Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed Talk about how it was created.Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) | I know a composition is music that is create by you and kept in some way.I know composing is like writing a story and it can be played or performed to your friendsI know different ways of recording compositions (letter names, symbols, audio, etc) |
| **Performance** | To choose what to perform and create a programme.To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. | I know a performance is sharing music with other people, an audienceI know a performance doesn’t need to be a drama – it can be to one person or to each otherI need to know and have planned everything that will be performedI know I must sing or rap the words clearly and play with confidenceI know a performance can be a special occasion and involve an audience including of people you don’t knowI know it is planned and different for each occasionI know it involves communicating feelings, thoughts and ideas about song/music |