

# WHAT WILL YOUR CHILD LEARN? YEAR 3 MUSIC

Pupils continue to develop their instrumental skills by learning how to play the recorder and reading staff notation. They develop their singing skills by learning to sing rounds 3-4-part and beginning to sing songs with simple harmonies. Pupils compose and improvise, and explore the history of western classical music composers.

Year 3 put on two performances during the year (Winter & Summer concerts).

## Music Overview

SINGING	INSTRUMENTS: RECORDER	COMPOSITION & IMPROVISATION	LISTENING & APPRECIATION
<p>Singing songs pitching the voice accurately using dynamics p, mp, mf and f.</p> <p>Singing rounds in 3-4 parts in 2, 3, and 4 time.</p> <p>Following directions for start, stop, p, mp, mf and f, cresc. and dim.</p> <p>Beginning to sing repertoire with simple second parts to introduce harmony.</p> <p>Performing as a mass choir to an audience and communicate meaning.</p> <p>Rehearsing and performing songs to an audience.</p> <p>Performing actions to a song confidently in time with the music.</p>	<p>How to hold, blow and tongue correctly.</p> <p>Playing the notes of the D major scale.</p> <p>Playing with increasing accuracy and fluency, developing fine motor skills to play more challenging repertoire.</p> <p>Playing songs in unison and simple 2-parts.</p> <p>Playing songs with dynamics p, mp, mf, f.</p> <p>Playing songs that have legato and staccato phrases and sections.</p> <p>Rehearsing and performing songs to an audience.</p>	<p>Improvising rhythms in 2/4, 3/4 and 4/4.</p> <p>Improvising melodic patterns using step, leap, and jump pitch patterns.</p> <p>Composing 2-4 bars rhythm and notate in 2/4, 3/4 and 4/4.</p> <p>Combining rhythmic and staff notation by composing short pieces (2-4 bars) in 2/4, 3/4 and 4/4.</p> <p>Improvising and composing using dynamics, p, mp, mf and f.</p> <p>Performing compositions to each other and to the class.</p>	<p>Listening to music from the Renaissance, Baroque, Classical, Romantic and Modern periods.</p> <p>Learning about the lives of key composers during the above periods.</p> <p>Learning about instruments used and developed in these periods of history.</p> <p>Describing the dynamics, timbre, tempo, texture, and instrumentation.</p>

### MUSICIANSHIP: MUSIC NOTATION

Introducing the stave, lines, spaces, and clef, using rhythm notation learnt in year 2 to show higher and lower notes.

Reading rhythm patterns using crotchet, minim, quaver (single and paired), minim, dotted minim, semibreve, semiquaver, & rests.

Beginning to read notation Do-Do = D major scale.

Recognising rhythm patterns and time signatures 2/4, 3/4 and 4/4.

Understanding tempo Fast (allegro), slow (adagio), medium (andante & moderato).

Understanding dynamics: p, mp, mf and f, cresc. and dim.

Understanding articulation signs: staccato (short), legato (smooth), fermata (Hold/pause)

Reading and following simple pitch patterns (intervals): step (2nd), leaps (3rd), small jumps (4th), big jumps (5th).

Beginning to follow & perform simple scores and maintain parts accurately.

### MUSICIANSHIP: INDICATIVE FEATURES

- Rhythm Metre and tempo: Fast, slower. getting faster, getting slower, pulse beat
- Pitch and Melody: High, lower, higher, lower, ascending, descending, pitch patterns.
- Structure & Form: call and response, question & answer, echo, ostinato, rounds.
  - Harmony: Drone – 2-parts, round
  - Texture: Unison, layered, parts, solo
- Dynamics & Articulation: staccato, legato, fermata, p, mp, mf, f.
- Instrumental techniques.

**Extra-Curricular Opportunities: Lunchtime Choir, Belleville Buzz Band, Recorder Advanced Club (Summer term), Let's Act (Drama / singing / musicals).**