

## Music - Year 3

### Autumn 1

	Musical Learning	Key Musical Vocabulary
<b>The Nutcracker</b>	<ul style="list-style-type: none"> <li>• Develop active listening skills by responding to musical themes through movement.</li> <li>• Understand the structure of rondo form (A-B-A-C-A).</li> <li>• Develop a sense of beat and rhythmic pattern through movement.</li> <li>• Experience call-and-response patterns through moving with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Duration: beat.</li> <li>• Pitch: higher, lower.</li> <li>• Structure: rondo form (e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer, phrase.</li> <li>• Timbre: <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation).</li> <li>• Other: orchestral suite, ballet.</li> </ul>

### Autumn 2

	Musical Learning	Key Musical Vocabulary
<b>Christmas Performance</b>	<ul style="list-style-type: none"> <li>• Recorded music is music that has been recorded by a live artist or band and then played back.</li> <li>• Live music is music that is performed in front of an audience.</li> <li>• Singing is performing songs or tunes using your voice.</li> <li>• Solo is when someone sings or plays an instrument on their own.</li> <li>• An ensemble is when a group of people perform together.</li> </ul>	

### Spring

	Musical Learning	Key Musical Vocabulary
<b>Enchanted Forest (instrumental Unit – Recorder)</b>	<ul style="list-style-type: none"> <li>• Hold the recorder correctly, control the sound, and start each note clearly with 'doo'.</li> <li>• Play notes B A G clearly.</li> <li>• Start and stop playing at the same time.</li> <li>• Perform the chant, keeping a steady beat.</li> <li>• Play as part of an ensemble, in smaller and larger groups, including singing and playing.</li> <li>• Sing the <i>Enchanted forest</i> song from memory, expressing the lyrics.</li> <li>• Improve on one or more notes using word rhythms.</li> <li>• Create owl sounds using the head joint of the recorder.</li> <li>• Play one of the recorder parts for <i>Enchanted forest</i>.</li> <li>• Listen with concentration and use descriptive words to talk about pieces of music.</li> <li>• Listen to, appreciate, and be inspired by different styles of recorder music.</li> </ul>	<ul style="list-style-type: none"> <li>• Duration: crotchets, quavers, minims, semibreves, rests.</li> <li>• Pitch: Notes B A G, moving in step, melody.</li> <li>• Structure: Introduction, Verse, section, repeat, outro, chant.</li> <li>• Tempo: <i>Andante</i> (walking speed).</li> <li>• Texture: melody and accompaniment, 3 recorder parts.</li> <li>• Timbre: descant recorder, voice, tuned and untuned percussion instruments.</li> <li>• Other: soundscape, improvisation, mood, articulation 'doo'.</li> </ul>

### Summer

	Musical Learning	Key Musical Vocabulary
<b>Just Three Notes</b>	<ul style="list-style-type: none"> <li>• Invent simple patterns using rhythms and notes C-D-E.</li> <li>• Compose music, structuring short ideas into a bigger piece.</li> <li>• Notate, read, and follow a 'score'.</li> <li>• Recognise and copy rhythms and pitches C-D-E.</li> </ul>	<ul style="list-style-type: none"> <li>• Duration: the length of a note.</li> <li>• Rhythm: an arrangement of notes of different durations.</li> <li>• Pitch: how high or low a note sounds.</li> <li>• Structure: ostinato – a repeating pattern.</li> <li>• Other: score – a visual representation of music, minimalism – a genre of music made up from simple ostinatos that repeat a lot with little change over time.</li> </ul>

