

Model Music Curriculum Year 3 Knowledge Organiser

Singing

- A variety of **unison** songs with a pitch range of **do-so**
- Perform **forte** and **piano** (loud and soft) with expression
- Perform actions confidently and in time to a range of action songs
- Perform as a choir in school assemblies



Listening

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to**, **singing** and **playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

Composing

- **Improvise** short 'on-the-spot' responses using a limited note-range; do, re, mi (E, F, G or C, D, E, etc)
- Structure musical ideas (eg using **echo**; copy back and **question** and **answer**; 2 distinct phrases that operate like a conversation) to create music that has a beginning, middle and end
- Create short up and down phrases using rhythmic notation and letter names (3 note range)
- Compose song accompaniments on untuned percussion using known rhythms and note values.

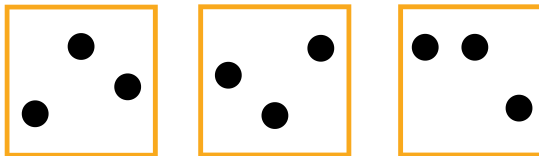
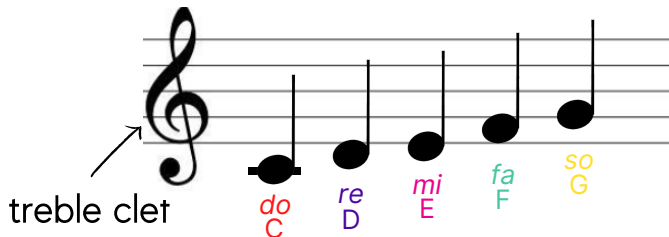


Performing

- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
- Play and perform melodies following **staff notation** using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups.
- Individually copy back stepwise melodic phrases with accuracy at different speeds; **allegro** and **adagio** (fast and slow). Extend to question-and-answer phrases.
- Listen to and correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi

Notation

Staff notation - music written on a STAVE (5 lines and 4 spaces)



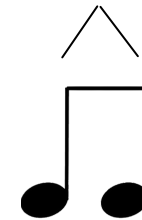
Dot notation - focus on high, middle, low sounds

1 beat



crotchet

1 beat



quavers

silent for 1 beat



crotchet rest