



Year 3 Music Subject Map

Creating Compositions in response to animation	Ballads	Ukulele	Jazz	Developing singing technique	Traditional instruments
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<u>DRIVER WORDS</u>					
EYFS	Year 1	Year 2	Year 3	Year 4	
Explore Listen Respond Engage	Sing Play	Experiment Describe		Follow	Improvise

<u>MUSIC AGE RELATED EXPECTATIONS</u>
<u>LISTENING</u>
1.*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). 2.Understanding that music from different parts of the world has different features. 3.*Recognising and explaining the changes within a piece of music using musical vocabulary 4.*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. 5.Beginning to show an awareness of metre. 6. *Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work
<u>COMPOSING</u>
7.Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). 8.Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 9.*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 10.*Suggesting and implementing improvements to their own work, using musical vocabulary.
<u>PERFORMING</u>
11.Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. 12.Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 13.*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.
<u>HISTORY OF MUSIC</u>
14.Understanding that music from different times has different features

<u>INTER-RELATED DIMENSIONS OF MUSIC</u>
<u>PITCH</u>
15.To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. 16.To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. 17.To understand that a pentatonic melody uses only the five notes C D E G A.
<u>DURATION</u>
18.To know that different notes have different durations, and that crotchets are worth one whole beat. 19.To know that written music tells you how long to play a note for.
<u>DYNAMICS</u>
20.To know that the word 'crescendo' means a sound getting gradually louder.
<u>TIMBRE</u>
21.To understand that the timbre of instruments played affect the mood and style of a piece of music.
<u>TEXTURE</u>
22.To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. 23.To know that in a ballad, a 'stanza' means a verse.
<u>STRUCTURE</u>
24.To know that music from different places often has different structural features, eg traditional Chinese music
<u>NOTATION</u>
25.To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.

<u>MUSIC VOCABULARY</u>
pulse, rhythm, pitch, dynamics and tempo. Styles, Instrumental families, instrument, wind, string, percussion, brass. leader, conductor, notes, ensemble, musical cues, rhythmic patterns, group, solo, melodies, improvisation, complex melodies, composition, inter-related dimensions., Play, perform, solo, ensemble, voices, musical instruments, accuracy, fluency, control, expression, improvise, compose, listen, recall sounds, aural memory, notations, appreciate, understand, history of music, live music, recorded music, composers, musicians.