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| **Goonhavern Primary School- Music** |
| **TOPIC: How does music make a difference to us every day?** | **YEAR: 3** | **STRAND: Learning More about Musical Styles** |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| I am able to sing songs and make pieces of music using a range of sounds. I can improvise on a glockenspiel or xylophone. I can recognise high and low notes. I can play and sing songs by ear. I can recognise rests and create melodies using music technology. I can explain what the words ‘tempo’ and ‘dynamics’ are. I can perform my compositions to others with confidence. I can structure musical ideas so my composition has a beginning, middle and end. | I can play the notes F, G, A, Bb and C on a glockenspiel.  |
| I can recognise and read simple notation.  |
| I can recognise major and minor keys as well as describing the tempo and dynamics of a piece of music. |
| I can identify musical intervals and melodic steps.  |
| I can perform my compositions to others.  |
| I can recognise minims, crotchets and quavers.  |
| I can structure musical ideas so my composition has a beginning, middle and end. |
| **School Values** |
| **Five Ways to Wellbeing** |

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| **Vocabulary**  |
| Composition | To make up a piece of music. |
| Quavers | A musical note worth half a beat. |
| Crotchets | A musical note worth one full beat. |
| Minims | A musical note worth two full beats. |
| Melody | A sequence of single notes that makes a musical tune. |
| Tempo | How fast or slow a piece of music is. |
| Beat | A regular, rhythmic (and sometimes strong) sound. |
| Major key | A seven-note scale which often sounds happy. The most common scale in western music.  |
| Minor key | A seven-note scale which often sounds sad or eerie.  |
| Notation | A visual representation of music.  |
| Musical intervals | A melody that leaps. |
| Musical steps | A melody that moves to the next note.  |

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| **Image/diagram that helps me to articulate my knowledge/understanding**  | **Investigate!** |
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