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| **Goonhavern Primary School- Music** | | |
| **TOPIC: How does music bring us closer together?** | **YEAR: 3** | **STRAND: Developing Notation Skills** |

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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 play the notes C, D, E, F, G, A and B on a glockenspiel. |
| I can follow a conductor and play/sing as part of an ensemble/choir. |
| I can create graphic scores to record my ideas and compositions. |
| I can compose a piece of music following a musical structure. |
| I can improvise using 3-5 notes based on a theme. |
| I can perform my compositions to others. |
| I can recognise features of Baroque, Country music. |
| **School Values** | |
| **Five Ways to Wellbeing** | |

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| **Vocabulary** | |
| Baroque | A style of western music from approximately 1600-1750. |
| Country | A genre of popular music that originated with blues, church music such as Southern gospel and spirituals, and American folk music forms. |
| 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. |
| Rests | A pause within a piece of music (worth one whole note value). |
| Graphic Score | An image or picture with symbols to represent notes. |

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