

Music Skills Year 3: Through singing and playing the recorder and percussion instruments.

Performing



Sing from **memory** with **accurate pitch**.











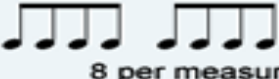

Sing in **tune**. And **Maintain** a **simple part** within a **group**.

Pronounce **words** within a **song** clearly.

Show **control** of **voice**.

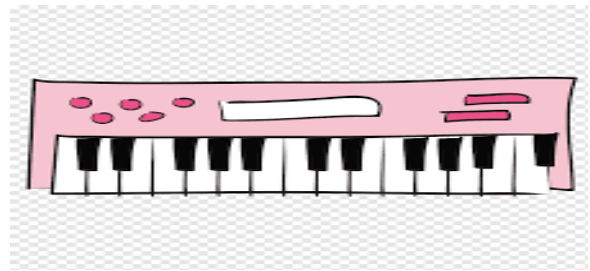


Play **notes** on an **instrument** with **care** so that they are **clear**.

Symbol	Name	Number per measure (4/4)	Rest
	whole note	 1 per measure	
	half note	 2 per measure	
	quarter note	 4 per measure	
	eighth note	 8 per measure	

Recognise the **symbols** for a **minim**, **crotchet** and **semibreve** and **say** how many **beats** they **represent**.

Composing



Compose and perform melodic songs.

Choose, order, combine and control sounds to create an effect. Such as the mood of a piece.

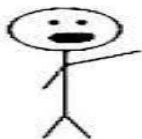
Create repeated patterns with a range of instruments.

Use Drones for accompaniments



STOP!!

You're under
a rest!!



Devise non-standard symbols to indicate when to play and rest.

Listening

DURATION



TIMBRE

Timbre is the quality of musical sound in instruments and voices

INSTRUMENT FAMILIES

- STRING
- WOODWIND
- BRASS
- PERCUSSION
- KEYBOARD

VOICES

- Soprano
- Alto
- Tenor
- Bass

DYNAMICS

Loud or Soft

PITCH

The high and low of the music

TEMPO

The speed of a piece of music

- Largo = very slow
- Presto = very fast
- Andante = at a walking pace
- Alligre = quickly & bright or "march tempo"
- Moderate = moderately

Monophony Homophony Polyphony



Use the terms: duration, timbre, dynamics, pitch, beat, tempo, texture and use of silence to describe music.

Evaluate music using musical vocabulary to identify areas of likes and dislikes.

Understand layers of sounds and discuss their effect on mood and feelings.