

MUSIC

Syllabus for Primary Schools

YEAR 3

LEARNING OUTCOMES

for

YEAR 3

3.1 PERFORMING	3.2 COMPOSING	3.3 LISTENING AND APPRAISING
3.1.1 Develop ability to sing songs	3.2.1 Develop ability to explore a range of resources for composing	3.3.1 Develop ability to recognise different ways of combining sounds
3.1.2 Develop ability to play short musical phrases by ear and from symbols	3.2.2 Develop ability to improvise simple rhythmic and melodic patterns over a pulse	3.3.2 Develop ability to recognise how the elements of music and sounds are used in music to create a mood or an effect
3.1.3 Develop ability to play pieces in two parts	3.2.3 Develop ability to compose accompaniments to songs	3.3.3 Develop ability to recognise music for different purposes
3.1.4 Develop ability to play accompaniments to songs	3.2.4 Develop ability to compose using the pentatonic scale	3.3.4 Develop ability to respond to music
3.1.5 Develop ability to rehearse and share music making	3.2.5 Develop ability to compose music	3.3.5 Develop ability to give musical reasons for views about music using a musical vocabulary
	3.2.6 Develop ability to record compositions	

PROGRAMME

for

YEAR 3

3.1 PERFORMING

Learning Outcomes	Notes
<p>3.1.1 Develop ability to sing songs developing control of:</p> <ul style="list-style-type: none"> • diction, • phrasing, • pulse and rhythm, • pitch, • the expressive elements. 	<p>develop the singing voice by, e.g., using a wider vocal range, practicing vowel sounds and singing call and response songs based on the minor third and later using other notes of the pentatonic scale</p> <p>speak the words very clearly</p> <p>breathe at the end of phrases</p> <p>recognise simple structures, e.g. note similar and different phrases</p> <p>set the tempo by playing an introduction</p> <p>make actions matching the tempo</p> <p>sing songs at different tempi</p> <p>combine tapping the pulse with clapping the rhythm of the song</p> <p>on sheet music in staff notation note the time signature which gives the number of beats in a bar, how the notes on the music sheets reflect the voice going higher or lower by steps or by leaps or staying the same and the different shapes of the notes which show the value of the notes</p> <p>recognise the meaning and the mood of the song to sing with the right timbre, tempo and dynamics</p>
<p>3.1.2 Develop ability to play short musical phrases by ear and from symbols</p>	<p>e.g. identifying melodic phrases and playing them by ear , use of rhythm cards</p>

<p>3.1.3 Develop ability to play pieces in two parts: see also 2.1.3</p> <ul style="list-style-type: none"> • short rhythmic canons • clapping a pattern repeatedly (an ostinato) over a pulse • the pulse and the rhythm of the words of a known song • two pupils to ‘find’ the melody of a simple round on a glockenspiel and play it as a round 	
<p>3.1.4 Develop ability to play accompaniments to songs: set the tempo by playing an introduction</p> <p><i>combinations from the following</i></p> <ul style="list-style-type: none"> • play on the pulse • play on the first beat of each bar • play a rhythmic/melodic ostinato • play the rhythm of the words <p>be aware of the other parts</p>	<p>as an introduction to the metre</p> <p>may be based on a phrase from the song (use a rhythm card)</p>
<p>3.1.5 Develop ability to rehearse and share music making</p>	<p>encourage good posture understand a conductor’s gestures e.g. to go slower or faster listen to each other gain confidence and enjoyment through shared experience</p>

3.2 COMPOSING

Learning Outcomes	Notes
<p>3.2.1 Develop ability to explore more resources for composing e.g.</p> <ul style="list-style-type: none"> producing different sounds from one percussion instrument 	<p>e.g. a tambour may be played loudly or quietly, tapped, shaken or scraped played with different parts of the hand played with different fingers struck in different places</p>
<p>3.2.2 Develop ability to improvise simple rhythmic and melodic patterns over a pulse see also 2.2.2</p>	<p>base the patterns on words</p>
<p>3.2.3 Develop ability to compose accompaniments to songs:</p> <ul style="list-style-type: none"> an introductory phrase <p><i>reflect on the mood of the song, select sounds and play expressively combinations from the following</i></p> <ul style="list-style-type: none"> on the pulse on the first beat of each bar a rhythmic/melodic ostinato the rhythm of the words any special effects 	<p>as an introduction to the metre</p> <p>may be based on a phrase from the song (use a rhythm card)</p> <p>e.g. slowing down towards the end</p>

<p>3.2.4 Develop ability to compose using the pentatonic scale</p> <ul style="list-style-type: none"> composing a pentatonic accompaniment to a pentatonic song 	<p>composition of the pentatonic scale e.g. scale of C: CDEGA e.g. Rain ,Rain go away</p> <p>improvise 3-, 5-, 7- note tunes using this scale, starting on any note and playing the notes in any order</p> <p>experiment with combining different pentatonic tunes</p> <p>a pupil to hold G flat and D flat on an electronic keyboard as a drone, whilst a second pupil improvises tunes above using the black keys</p> <p>consisting of a drone (one, two or three notes) and a melodic ostinato which may be based on the rhythm of words selected from the song</p>
<p>3.2.5 Develop ability to compose music:</p> <ul style="list-style-type: none"> explore, select, combine and organise sounds to compose musical effects within simple structure <i>e.g. beginning , middle and end, ABA, ABACA, repetition of pattern/s, melody, rhythm</i> 	<p>e.g. a descriptive sound picture of a kangaroo</p> <p>a sound picture of a train pulling slowly out of a station, picks up speed, slows going uphill, speeds up again, slows down pulling into a station.</p>
<p>3.2.6 Develop ability to record compositions</p> <ul style="list-style-type: none"> on cassette use symbols 	<p>for better evaluation</p> <p>where appropriate e.g. a grid notation</p>

3.3 LISTENING AND APPRAISING

Learning Outcomes	Notes
<p>3.3.1 Develop ability to recognise different ways of combining sounds e.g.</p> <ul style="list-style-type: none"> • layering sounds • melody and accompaniment • adding a rhythmic/melodic ostinato to the singing 	<p>e.g. a layer of sounds representing rain over a layer of sounds representing lightning and another representing thunder</p>
<p>3.3.2 Develop ability to recognise how the elements of music and sounds are used in music to create a mood or an effect</p>	<p>e.g. how Dukas in <i>The Sorcerer's Apprentice</i> describes a broom coming to life when the apprentice starts experimenting with magic spells</p>
<p>3.3.3 Develop ability to recognise that there is music for different purposes</p>	<p>e.g. there is music for dancing in supermarkets they play music to create a desired atmosphere at football matches supporters sing or play to encourage players we select music to suit a particular mood e.g. to relax</p>

<p>3.3.4 Develop ability to respond to the musical elements, character and mood of music by means of movement, dance or other forms of expression</p>	<p>reflect on the musical features and devise movements or dances to e.g.:</p> <p>traditional music from various countries like <i>Havah Nagilah</i> (Jewish);</p> <p>performances of popular music e.g. songs</p> <p>‘classical’ music e.g. <i>Dance of the Sugar Plum Fairy</i> by Tchaikovsky</p>
<p>3.3.5 Develop ability to give musical reasons for views about music using a musical vocabulary</p>	