

Normanby Primary Music Non Negotiables

Year 3 – Skill Development	listening and understanding		Controlling	Creating Use acoustic sounds and ICT to...	Responding and reviewing
	Elements of music	Contexts or purposes			
	<p><i>Pitch</i>: distinguish between steps, leaps and repeats in melodies; major and pentatonic scales</p> <p><i>Duration</i>: consolidate understanding of how rhythmic patterns fit to the steady beat; begin to understand 2, 3 and 4 metre</p> <p><i>Dynamics</i>: understand and identify getting louder and quieter</p> <p><i>Tempo</i>: understand and identify getting faster and slower</p> <p><i>Texture</i>: recognise the density of different textures</p> <p><i>Timbre</i>: identify a range of non percussion instruments by name; distinguish between different ways of playing percussion instruments</p> <p><i>Structure</i>: develop understanding of a range of repetition and contrast structures, including use of ostinati</p> <p style="text-align: center;">Applying understanding</p> <ul style="list-style-type: none"> • Identify how combinations of elements are used in a variety of musical styles, and to communicate musical effects • Identify different families of instruments and their qualities • Use and explore notations which are linked to understanding of elements to communicate own musical ideas, including relative pitch • Identify composers' intent in music heard and performed • Identify how music is produced in different ways including the use of ICT 	<p>Examples in addition to KS1</p> <p><i>Styles</i> eg: Samba</p> <p><i>Purposes</i> eg: fanfare ballad celebration</p> <p><i>Non-musical stimuli</i> eg: images localities Brazil Romans French</p>	<ul style="list-style-type: none"> • Extend accuracy of vocal range (use low A-C' as a guide) • continue to develop expressive effect and quality of sound when singing through increased control of diction, dynamics and tempi • sing rounds and partner songs, maintaining accuracy of pitch. • demonstrate accuracy and control of technique on full range of unturned percussion and begin to use recorders and own instruments • practice use of two beaters on tuned percussion • maintain steady beat, and copy and match rhythm patterns in 2, 3 and 4 metre • Use and follow hand and eye signals to direct and lead • Improve their own work • Rehearse and perform individually, in pairs, groups and as a class with increasing awareness of balance 	<ul style="list-style-type: none"> • Explore the way sounds can be combined and used expressively • Improvise short repeated rhythmic patterns, building a repertoire of patterns and sequences • Begin to combine layers of sounds with awareness of the combined effect • Experiment with capturing, repeating and re-ordering sound patterns and sections of music 	<ul style="list-style-type: none"> • Compare and contrast music heard and performed with an awareness of the music's context and purpose • Use a variety of art forms to respond to character, mood and other elements of music • Build an appropriate musical vocabulary and use when talking about music and developing the ability to express an aesthetic response <p><i>See vocabulary list in the appendices</i></p> <ul style="list-style-type: none"> • Improve their own and others' work with an awareness of the music's context and purpose

Normanby University
Grade 1

- Note values of semibreve, minim, crotchet, quaver and semiquaver, and their equivalent rests. Tied notes. Single-dotted notes and rests.
- Time signatures of 2/4 3/4 4/4.
- Composition of a two-bar rhythms.
- The stave. Treble (G) and bass (F) clefs.
- Names of notes on the stave, including middle C in both clefs. Sharp, flat and natural signs and their cancellation.



February 2014 Reviewed

SH, AD, GC, CA,

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