

Year 3 Music													
Rhythm, structure and dynamics													
Crucial Knowledge & Skills		Interrelated Dimensions of Music	Formal Notation		Key Vocabulary								
- Using body percussion (hands and feet), to show simple 4/4 rhythms - Holding and playing untuned percussion instruments, safely and correctly - Understanding the difference between crotchets, quavers, minims and corresponding rests - Being able to transfer the notation onto a stave, using the pitch of E (see image) - Rules for playing in a small group – listening to each other, not having to play an instrument all the time, working as a team, compromising on instrument choice - Understanding song structure (verses, chorus, verse chorus) - Understanding that dynamics are louds & softs in music and using the technical terms correctly to describe music - Knowing that tempo means fast and slow and using the technical terms to describe music - Performing (singing and playing) with an awareness of audience		Pitch – High and low notes Dynamics – Loud and soft sounds Duration – long & short sounds Tempo – fast & slow	<table><tr><td>Crotchet (1 beat)</td><td>Crotchet rest</td><td>Quaver beats</td><td>Quaver rest</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>		Crotchet (1 beat)	Crotchet rest	Quaver beats	Quaver rest					4/4 rhythms Syllables Tempo – andante, allegro Dynamics – piano p, forte f Ensemble Duration - quavers, crotchets, minims (simple time) Structure – verse chorus verse chorus Signing songs Stave Treble clef Bar lines
		Crotchet (1 beat)	Crotchet rest	Quaver beats	Quaver rest								
													
Technical Terms Duration - quavers, crotchets, minims (simple time) Tempo – andante (steady), allegro (fast) Dynamics – piano p, forte f Ensemble Structure – verse chorus verse chorus Treble clef	Treble clef E as a crotchet  Soft loud forte  piano squeak 												
Key Concepts													
Singing	Listening	Appraising	Musicianship										
Using voices to create a tune that changes in pitch and rhythm, showing an awareness of audience. Singing a song which involves Makaton.	Identifying a simple time signature and how rhythms fit with a beat. Identifying a clear song structure and dynamic and tempo changes within music.	Analysing the structure, dynamic and tempo changes within music.	Using instruments correctly in order to produce the best quality sounds with an awareness of beat and rhythm. Practising and performing as a solo musician and as part of an ensemble.										