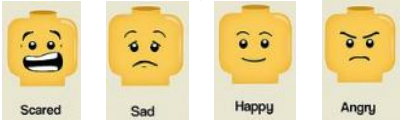


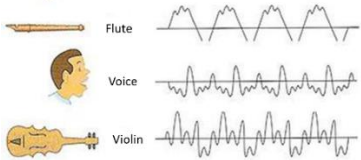





Area: Performing		Year: 3	Subject: Music	
What should I already know? → how to copy the dynamics, pitch, length and tempo of notes when singing, clapping or playing an instrument → a range of instruments and how they can be played		How will I use this learning in the future? In Year 4, I will use my voice to perform in ensemble contexts and maintain a simple part within a group. I will play tuned and untuned instruments with increasing accuracy, and listen and recall songs and sounds with increasing aural memory.		What vocabulary should I learn?
What should I be able to do by the end?				articulate sing or speak clearly so that all words can be heard distinctly
I can use my voice with increasing accuracy, control and expression. → I can sing songs with or without an accompaniment. → I can convey messages and moods vocally.  → I can move melodically between notes, changing pitch, dynamics, length of notes and tempo accordingly.	I can breathe well and pronounce words appropriately when singing. → I can decide when the best places to breathe are depending on the phrasing of words in a given piece. → I can articulate in my pronunciation - singing right to the ends of words. e.g. think wing jump	I can listen and recall sounds with increasing aural memory. → I can recognise and remember rhythms. Don't clap this one back! I can clap and recall a rhythm, if it isn't correct, it won't be copied.  Copy Cat! I can clap a rhythm until the same rhythm is clapped twice in succession. 	aural hearing or listening	
			ostinato a continually repeated phrase or rhythm	
I can play tuned and untuned instruments to perform simple melodic and rhythmic parts with increasing accuracy. Timbre is the tone or sound quality made by the different instruments. 	I can recognise and sustain an ostinato within a piece. → I can create, perform and sustain an ostinato within an ensemble with one or two different notes.	I can appraise my own and others' work. Did I/they sustain the ostinato? Did I/they articulate effectively? Did I/they convey the mood or message appropriately? What was the timbre of the piece like? Was it consistent? Did it change? 	expression making known one's thoughts or feelings through voice and face	
			posture the position in which someone holds their body when standing or sitting	
				pronunciation saying or singing a word correctly
				sustain to continue something for a significant period of time
				timbre tone or sound quality made by the different instruments, e.g. rough, smooth
				What vocabulary do I already know?
				accompaniment a musical part which supports or partners another instrument or voice
				ensemble lots of people singing or playing musical instruments
				melody the main part in a musical composition
				solo one person singing or playing a musical instrument
				steady a medium tempo that does not change
				What should I know by the end?
				Good posture when singing: <input checked="" type="checkbox"/> Feet slightly apart. <input checked="" type="checkbox"/> Spine is aligned (not slouched). <input checked="" type="checkbox"/> Shoulders down and relaxed. <input checked="" type="checkbox"/> Legs straight but knees are not locked (slightly bent). <input checked="" type="checkbox"/> Head and hips facing straight forward.
				Breathing when singing: Inhale (breathe in) through my nose between notes. Exhale (breathe out) through my mouth when singing.

