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| **Year 3 Disciplinary Knowledge –** Disciplinary knowledge includes vocabulary, grammar, and phonics, while procedural knowledge is captured through listening, speaking, reading, and writing. Being a linguist means that disciplinary and substantive knowledge complement each other harmoniously |
|  | **WTS** | **EXS** | **GDS** |
| To know that a ballad tells a story through song. |  | Rest of class |  |
| To know that lyrics are the words of a song. |  | Rest of class |  |
| To know that in a ballad, a ‘stanza’ is a verse. |  | Rest of class |  |
| To understand that the timbre of instruments played affect the mood and style of a piece of music. |  | Rest of class |  |
| To know that an ensemble is a group of musicians who perform together. |  | Rest of class |  |
| To know that to perform well, it is important to listen to the other members of your ensemble. |  | Rest of class |  |
| The group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad. |  | Rest of class |  |
| Different notes have different durations and crotchets are worth one whole beat. |  | Rest of class |  |
| That ‘reading’ music means using how the written note symbols look and their position to know what notes to play. |  | Rest of class |  |
| That written music tells you how long to play a note for. |  | Rest of class |  |
| To know that the word ‘crescendo’ means a sound getting gradually louder. |  | Rest of class |  |
| To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale. |  | Rest of class |  |
| To understand that a pentatonic melody uses only the five notes C D E G A. |  | Rest of class |  |
| To understand that ‘syncopation’ means a rhythm that is played off the natural beat. |  | Rest of class |  |
| To know that Ragtime is piano music that uses syncopation and a fast tempo. |  | Rest of class |  |
| To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. |  | Rest of class |  |
| To know that ‘scat singing’ is using made-up words to create the sound of an instrument playing. |  | Rest of class |  |
| To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music. |  | Rest of class |  |
| To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’. |  | Rest of class |  |
| To know that a ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’. |  | Rest of class |  |
| To know that a ‘drone’ in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. |  | Rest of class |  |
| To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music. |  | Rest of class |  |



**Music Assessment and Tracking**

**Year 3 Overview 24/25**

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| **Ballads** |
|  | **WTS** | **EXS** | **GDS** |
| Identify the key features of a ballad. |  | Rest of class |  |
| Perform a ballad using actions. |  | Rest of class |  |
| Sing in time and in tune with a song and incorporate actions. |   | Rest of class |   |
| Retell a summary of an animation’s story. |  | Rest of class |  |
| Write a verse with rhyming words which tell part of a story. |  | Rest of class |  |
| Perform their lyrics fluently and with actions |  | Rest of class |  |

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| **Creating compositions for an animation** |
|  | **WTS** | **EXS** | **GDS** |
| Verbalise how the music makes them feel. |  | Rest of class |  |
| Create actions or movements appropriate to each section of a piece of music. |  | Rest of class |  |
| Play in time and with an awareness of other pupils’ parts, giving some thought to dynamics. |  | Rest of class |  |
| Play melodies and rhythms which represent the section of animation they are accompanying. |  | Rest of class |  |

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| **Developing singing technique** |
| Move and sing as a team, following the lyrics on the screen. | **WTS** | **EXS** | **GDS** |
| Recognise minims, crotchets and quavers often by ear and reliably by sight. |  | Rest of class |  |
| Perform rhythms accurately from notation and layer them to create a composition. |  | Rest of class |  |
| Add appropriate sound effects to their performances using untuned percussion. |  | Rest of class |  |
| Join in with the performances confidently, and reasonably in time and tune. |  | Rest of class |  |
| Make suggestions for improving their performance. |  | Rest of class |  |

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| **Pentatonic melodies and composition** |
| Match their movements to the music, explaining why they chose these movements. | **WTS** | **EXS** | **GDS** |
| Accurately notate and play a pentatonic melody. |  | Rest of class |  |
| Play their part in a composition confidently. |  | Rest of class |  |
| Work as a group to perform a piece of music. |  | Rest of class |  |

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| **Jazz** |
| Explain what ragtime music is. | **WTS** | **EXS** | **GDS** |
| Play on the ‘off beat’ and sing a syncopated rhythm. |  | Rest of class |  |
| Play a call and then improvise a response. |  | Rest of class |  |
| Improvise or compose a scat singing performance with sounds and words. |  | Rest of class |  |
| Compose and play a jazz motif fluently, using swung quavers. |  | Rest of class |  |
| Play a swung rhythm using a tuned percussion instrument. |  | Rest of class |  |

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| **Traditional instruments & improvisation** |
| Verbalise feelings about music and identify likes and dislikes. | **WTS** | **EXS** | **GDS** |
| Read musical notation and play the correct notes of the rag. |  | Rest of class |  |
| Improvise along to a drone and tal. |  | Rest of class |  |
| Play a rag and a tal accurately alongside a drone. |  | Rest of class |  |
| Sing accurately from musical notation and lyrics. |  | Rest of class |  |
| Sing and play in time with others with some degree of accuracy and awareness of each other’s parts. |  | Rest of class |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**

**4)**

**5)**

**6)**