



## Acting as a Musician – Singing, playing and performing Year 3 Music

Key vocabulary	Explanation/ definition	Key skills and knowledge
Pitch	How high or low a sound is.	<ul style="list-style-type: none"><li>• Sing a growing range of songs in tune and with expression.</li><li>• Experience singing canons, simple rounds and other partner songs.</li><li>• Understand the difference between pulse and rhythm.</li><li>• Choose and maintain an appropriate pulse.</li><li>• Play simple ostinato parts (repeating rhythms) on percussion instruments.</li><li>• Play simple melodic patterns using a small number of notes.</li><li>• Show control of dynamics and tempo when singing and playing, following physical signals.</li><li>• Begin to show an awareness of the audience when performing.</li></ul>
Pulse	The underlying steady beat of music. (This is what we may tap our foot or clap along with.)	
Rhythm	Combinations of long and short sounds that convey movement.	
Unison	Everyone performs together.	
Crescendo	Getting louder.	
Diminuendo	Getting quieter.	
Accelerando	Getting faster.	
Rallentando	Getting slower.	
Stop	Come to an end.	
Go	Start	
Loud	Producing much noise.	
Quiet	Make little noise	



## Acting as a musician – Exploring and composing Year 3 Music

Key vocabulary	Explanation/ definition	Key skills and knowledge
Pitch	How high or low a sound is.	<ul style="list-style-type: none"><li>• Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li><li>• Begin to improvise and compose simple rhythmic patterns within a given structure.</li><li>• Compose, rehearse and perform with others and begin to improve own work.</li></ul>
Pulse	The underlying steady beat of music. (This is what we may tap our foot or clap along with.)	
Rhythm	Combinations of long and short sounds that convey movement.	
Unison	Everyone performs together.	
Crescendo	Getting louder.	
Diminuendo	Getting quieter.	
Accelerando	Getting faster.	
Rallentando	Getting slower.	
Stop	Come to an end.	
Go	Start	
Loud	Producing much noise.	
Quiet	Make little noise	
Dimensions	The variation in loudness between notes or phrases.	
Symbol	A picture that can represent a sound.	



## Thinking as a musician – Describing Year 3 Music

Key vocabulary	Explanation/ definition	Key skills and knowledge
Pitch	How high or low a sound is.	<ul style="list-style-type: none"><li>• Recognise the symbols for crotchets, quavers and crotchet rests.</li><li>• Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests.</li><li>• Begin to show the link between shape and pitch using graphic notations.</li><li>• Explore and develop using Music Technology to capture, change and combine sounds.</li></ul>
Pulse	The underlying steady beat of music. (This is what we may tap our foot or clap along with.)	
Rhythm	Combinations of long and short sounds that convey movement.	
Unison	Everyone performs together.	
Crescendo	Getting louder.	
Diminuendo	Getting quieter.	
Accelerando	Getting faster.	
Rallentando	Getting slower.	
Stop	Come to an end.	
Go	Start	
Loud	Producing much noise.	
Quiet	Make little noise	
Dimensions	The variation in loudness between notes or phrases.	



## Thinking as a musician – Transcribing Year 3 Music

Key vocabulary	Explanation/ definition	Key skills and knowledge
Pitch	How high or low a sound is.	<ul style="list-style-type: none"><li>• Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.)</li><li>• Recognise pitch changes and motifs (repeating phrases) in a piece of music.</li><li>• Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects.</li><li>• Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</li><li>• Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li></ul>
Pulse	The underlying steady beat of music. (This is what we may tap our foot or clap along with.)	
Rhythm	Combinations of long and short sounds that convey movement.	
Unison	Everyone performs together.	
Crescendo	Getting louder.	
Diminuendo	Getting quieter.	
Accelerando	Getting faster.	
Rallentando	Getting slower.	
Stop	Come to an end.	
Go	Start	
Loud	Producing much noise.	
Quiet	Make little noise	
Dynamics	The variation in loudness between notes or phrases.	
Tempo	The speed of the music	
Timbre	The particular tone that distinguishes a sound or a combination of sounds.	

