

Music Curriculum Years 3 and 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phase 1	<p>Stopping and starting Pitch – high and low, begin to know when music is moving higher or lower. Listen to music and identify changes in pitch. Sing rounds. Create soundscape</p>	<p>Duration – distinguish between pulse and rhythm and that rhythmic patterns fit to the beat. Listen to music, identify the changes in pitch and duration of notes. Recognise notation. Clap rhythm patterns. Start, stop and conducting.</p>	<p>Dynamics - understand getting louder and quieter. Changes in voice – whisper, shout etc. Listen to music – think about the emotion of the music and discuss and expressive aspects e.g. high/low; loud/soft. Sing songs – rounds, develop expression.</p>	<p>Tempo – understand getting faster and slower. Listen to music and discuss impact. Begin to compose using 3 notes. Read and play (chime bars/recorders). Singing simple ostinatos (structure)</p>	<p>Timbre – range of instruments and how they are played. Listen to music and evaluate. Begin to recognise some of the family groups in an orchestra. Represent sounds on a graphic score with symbols.</p>	<p>Texture – layers in music e.g. tempo, dynamics, pitch together. Listen to music and evaluate. Compose using different elements and 3 notes. Singing rounds and ostinatos (structure).</p>
Phase 2	<p>Stopping and starting. Pitch – recap and begin to recognise steps, leaps and repeated notes. Listen to music. Perform music on variety of percussion instruments. Singing Read and play notes on an instrument.</p>	<p>Duration – begin to understand 4 metre rhythm pattern and syncopated rhythms. Listen to music – evaluate and develop an understanding of contrast (verse/chorus) (structure) Staff notation – recognise notes on stave and value of quaver, crotchet and minim.</p>	<p>Dynamics – louder and quieter, begin to understand and use Italian musical terminology with vocal and instrumental composition. Listen to music and evaluate.</p>	<p>Tempo – discuss the quality of ‘voice’ of both instrumental and vocal pieces. Listen to music and evaluate. Soundscape using tuned and untuned instruments.</p>	<p>Timbre – range of instruments and how they are played. Listen to music and evaluate. Begin to recognise some of the family groups in an orchestra. Represent sounds on a graphic score with symbols. Singing rounds and partner songs.</p>	<p>Texture – layers in music e.g. tempo, dynamics, pitch together. Listen to music and evaluate. Compose using different elements and 3 notes. Singing rounds and ostinatos (structure).</p>

