

**Bullion Lane Primary School
Medium Term Plan for Music**

Year: 3/4

Cycle: A

Term: Spring 2

Topic: Create and perform rhythmic patterns

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • Understand how to combine musical elements of pitch, duration, dynamics, tempo, timbre and texture. • Understand they can be organised into musical structures and can be used to create different moods and effects. • Play tuned and untuned instruments with control and rhythmic accuracy. • Analyse and compare sounds. • Explore and improvise different musical ideas. • To be able to perform rhythm and beat through clapping and clicking. 	<p>Singing songs with control and using the voice expressively.</p> <ul style="list-style-type: none"> *Sing with confidence using a wider vocal range. *Sing in tune. *Sing with awareness of pulse and control of rhythm. *Recognise simple structures – phrases. *Sing expressively with awareness and control at the expressive elements, e.g. timbre, tempo, dynamics. *Sing songs and create different vocal effects. *Understand how mouth shapes can affect voice sounds. <p>*Internalise sounds by singing parts of a song ‘in their heads’.</p> <p>Listening, memory and movement.</p> <ul style="list-style-type: none"> *Identify melodic phrases and play them by ear. *Create sequences of movements in response to sounds. <p>*Explore and chose different movements to describe animals.</p> <p>*Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>*Identify phrases that could be used as an introduction, interlude and ending.</p> <p>Controlling pulse and rhythm.</p> <ul style="list-style-type: none"> *Recognise rhythmic patterns. *Perform a repeated pattern to a steady pulse. *Identify and recall rhythmic and melodic patterns. *Identify repeated patterns used in a variety of music. (Ostinato). <p>Exploring sounds, melody and accompaniment.</p> <ul style="list-style-type: none"> *Identify ways sounds are used to accompany a song. 	<p>Tempo</p> <p>Dynamics</p> <p>Volume</p> <p>Length</p> <p>Duration</p> <p>Clash</p> <p>Mood</p> <p>Timbre</p> <p>Score</p> <p>Notation</p> <p>Symbol</p> <p>Sequence</p> <p>Beat</p>

	<p>*Analyse and comment on how sounds are used to create different moods. *Explore and perform different types of accompaniment. *Explore and select different melodic patterns. *Recognise and explore different combinations of pitch sounds.</p> <p>Control of instruments. *Identify melodic phrases and play them by ear. *Select instruments to describe visual images. *Choose instruments on the basis of internalised sounds.</p> <p>Composition. *Create textures by combining sounds in different ways. *Create music that describes contrasting moods/emotions. *Improvise simple tunes based on the pentatonic scale. *Compose music in pairs and make improvements to their own work. *Create an accompaniment to a known song. *Create descriptive music in pairs or small groups.</p> <p>Reading and writing notation. *Perform long and short sounds in response to symbols. *Create long and short sounds on instruments. *Play and sing phrase from dot notation. *Record their ideas. *make their own symbols as part of a class score.</p> <p>Performance skills. *Perform in different ways, exploring the way the performers are a musical resource. *Perform with awareness of different parts.</p> <p>Evaluating and appraising. *Recognise how music can reflect different intentions.</p>	<p>Rhythm</p> <p>Crotchet</p> <p>Quaver</p> <p>Tuned</p> <p>Untuned</p>
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