

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

Year: 3/4

Cycle: A

Term: Autumn 1

Topic: Musical Patterns

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speak chants and rhymes. • Listen with concentration and understand a range of high quality live and recorded music. • Use and understand stave and other musical notation. • Develop and understand the history of music. 	<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. *Internalise sounds by singing parts of a song ‘in their heads’. <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. *Explore and chose different movements to describe animals. *Demonstrate the ability to recognise the use of structure and expressive elements through dance. *Identify phrases that could be used as an introduction, interlude and ending. <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>Stave</p> <p>Sharp</p> <p>Flat</p> <p>Major</p> <p>Minor</p> <p>Creativity</p> <p>Expression</p> <p>Chants</p> <p>Mozart</p> <p>Beatles</p>

	<ul style="list-style-type: none"> *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>Control of instruments.</p> <ul style="list-style-type: none"> *Identify melodic phrases and play them by ear. *Select instruments to describe visual images. *Choose instruments on the basis of internalised sounds. <p>Composition.</p> <ul style="list-style-type: none"> *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>Reading and writing notation.</p> <ul style="list-style-type: none"> *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>Performance skills.</p> <ul style="list-style-type: none"> *Perform in different ways, exploring the way the performers are a musical resource. *Perform with awareness of different parts. <p>Evaluating and appraising.</p> <ul style="list-style-type: none"> *Recognise how music can reflect different intentions. 	
--	---	--