



Year 3 Music KCV



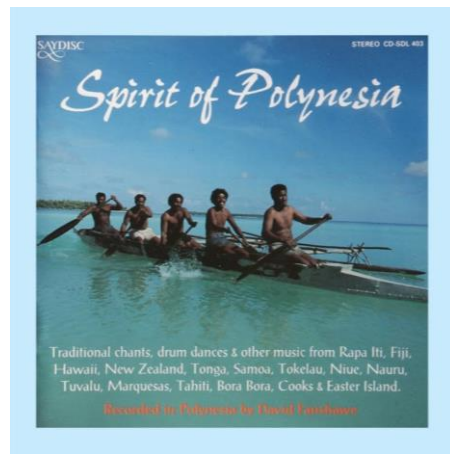
Spring 2: The Dragon Song



Prior Learning
Children will have some knowledge of songs which they have learnt from home or in Foundation stage.
Children will recognise that their body can make sounds, such as clapping.
Children will know about singing, how their voices can sing sounds in various ways, creating various sounds.
Children will have a basic knowledge about a tempo of a song and how this can change.
Children will have been exposed to songs of some different genres such as hip hop, Afropop, Latin or Christmas songs.
Children will have a basic understanding of playing the glockenspiel.

Key Learning
By the end of the term children will have gained the following knowledge and skills:
Understand the difference between pulse and rhythm.
Begin to understand how pulse, rhythm and pitch work together to create a song.
Compose a simple melody using simple rhythms and use as part of the performance.
Listen and appraise traditional folk tunes from a variety of cultures.
Understand why traditional folk tunes are important to different cultures.

Key Concept Questions
Why do different cultures have traditional folk tunes?
What are the differences between the traditional folk tunes?
How does a song portray a specific theme?



High Frequency Vocabulary	
Drums	Electric guitar
High	Rhythm
Instrument	Dynamics
Keyboard	Backing Vocals
Low	Pulse
Melody	Structure
Music	Pitch
Note	Compose
Perform	Improvise
Sounds	Tempo

Subject Specific Vocabulary	
Chorus	A repeated section of a song, often the climax.
Introduction	Music heard at the beginning of a song or piece of music.
Verse	A section in a song which has the same tune but different words.
Bass	describes tones of low/deep frequency and pitch.
Hook	A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in.
Pentatonic Scale	A fixed five-note pattern e.g, the five black keys on a piano.