

Individually Strong, Collectively Stronger!



| RYSOND | | | | | Music |
|--------------------------------------|------------------------------|-----------------------------|-----------------------------|--------------------|--------------------|
| Music – Play (Lambeth Music Service) | | | Year 3 | | |
| | , | • | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| LI: To perform as an | LI: To sing songs in | LI: To sing songs, in | LI: To sing songs, in | Curriculum to come | Curriculum to come |
| ensemble. | unison with clear diction, | unison and two parts, | unison and two parts, | soon. | soon. |
| LI: To sing songs in | control of pitch and a | with clear diction, control | with clear diction, control | | |
| unison with clear diction | sense of phrase and | of pitch, a sense of | of pitch, a sense of | | |
| and a sense of phrase | musical expression. | phrase and musical | phrase and musical | | |
| and growing musical | LI: To learn the first four | expression. | expression. | | |
| expression. | notes on the recorder | LI: To play the recorder | LI: To play the recorder | | |
| LI: To begin to learn the | with correct blowing, | (B, A, G, E notes) with | (B, A, G, E notes) with | | |
| first four notes on the | grip, breathing and | correct blowing, grip, | correct blowing, grip, | | |
| recorder with correct | finger techniques. | breathing and finger | breathing and finger | | |
| blowing and grip | LI: To play the first four | techniques and | techniques and | | |
| techniques. | notes on a recorder with | controlled sound. | controlled sound. | | |
| LI: To sing songs in | controlled sound. | LI: To play songs on the | LI: To perform a song in | | |
| preparation for learning | LI: To learn known | recorder that were sung | canon and link rhythmic | | |
| them on the recorder. | songs on the recorder. | previously. | shapes and phrases to | | |
| LI: To learn body | LI: To learn body | LI: To play songs on the | words and sentences. | | |
| percussion pieces. | percussion pieces. | recorder that were sung | LI: To know different | | |
| LI: To improvise to | LI: To improvise to | previously. | sounds on the djembe | | |
| develop melodic | develop rhythmic and | LI: To begin to use body | and play multi-part | | |
| material. | melodic material. | percussion to express | rhythms and in | | |
| LI: To explore and | LI: To combine and | themselves and music. | ensemble context with | | |
| choose musical ideas | organise musical ideas | LI: To improvise | other instruments. | | |
| with musical structures. | with musical structures. | rhythmic material. | LI: To play the | | |
| LI: To listen attentively, | LI: To listen attentively to | LI: To listen with | glockenspiel using the | | |
| internalise and recall | detail, internalise and | attention to detail and to | beater with correct grip | | |
| sounds. | recall sounds with | internalise and recall | and technique playing as | | |
| LI: To listen to other | increasing aural | sounds with increasing | part of an ensemble. | | |
| parts in an ensemble. | memory. | aural memory. | LI: To use body | | |
| LI: To develop | LI: To listen and improve | LI: To listen to parts of | percussion to express | | |
| knowledge of more | performance in an | an ensemble to improve | themselves and music. | | |
| complex rhythms. | ensemble. | performance. | LI: To improvise | | |
| LI: To develop an | LI: To understand | LI: To listen to quality | developing rhythmic and | | |
| appreciation of music | concepts of sound and | performance from tutors | melodic material. | | |
| from different styles, | timbre in a performance | and recorded media. | LI: To explore, choose, | | |
| traditions and genres. | context. | LI: To know complex | combine and organise | | |
| Djembe: | LI: To develop | rhythms and time | music ideas with musical | | |
| | knowledge of more | signatures. | structures. | | |



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| LI: To recognise and | complex rhythms and | LI: To develop an | LI: To understand | |
|--------------------------|----------------------------|------------------------|----------------------------|--|
| know different sounds | time signatures. | appreciation of music | concepts of sound and | |
| on the djembe. | LI: To be able to read | from different styles, | timbre in a performance | |
| Glockenspiel: | rhythm notation from | traditions and genres. | context. | |
| LI: To explore sounds on | minim to quaver and | | LI: To be able to read | |
| a glockenspiel with the | rests. | | rhythm notation from | |
| correct grip technique. | LI: To begin to read pitch | | breve to quaver and | |
| | notation from two-line | | rests. | |
| | staves. | | LI: To read pitch notation | |
| | LI: To develop an | | from two-line staves. | |
| | appreciation of music | | LI: To develop an | |
| | from different styles, | | appreciation of music | |
| | traditions and genres. | | from different styles, | |
| | Djembe: | | traditions and genres. | |
| | LI: To know different | | · · | |
| | sounds on the djembe | | | |
| | and play rhythms in an | | | |
| | ensemble. | | | |
| | Glockenspiel: | | | |
| | LI: To play the | | | |
| | glockenspiel using the | | | |
| | beater with the correct | | | |
| | grip and technique as | | | |
| | part of an ensemble. | | | |