

Progression of I will knows: Music

Year 3	Listening	Composing	Performing	Key knowledge from the unit - end points
Ballads	<p><i>I will know how to discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</i></p> <p><i>I will know how to recognise and explain the changes within a piece of music using musical vocabulary</i></p> <p><i>I will know how to describe the timbre, dynamic and textural details of a piece of music, both verbally, and through movement</i></p> <p><i>I will know how to begin to show an awareness of metre</i></p> <p><i>I will know how to begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</i></p>	<p><i>I will know how to compose a piece of music in a given style with voices and instruments</i></p>	<p><i>I will know how to sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</i></p> <p><i>I will know how to sing and play in time with my peers with some degree of accuracy and awareness of my part in the group performance</i></p>	<p><i>I will know that a ballad tells a story through song</i></p> <p><i>I will know that lyrics are the words of a song</i></p> <p><i>I will know that in a ballad, a 'stanza' is a verse</i></p>

<p>Creating compositions in response to an animation</p>	<p><i>I will know how to discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</i></p> <p><i>I will know how to understand that music from different parts of the world and different times, has different features</i></p> <p><i>I will know how to recognise and explain the changes within a piece of music using musical vocabulary</i></p> <p><i>I will know how to describe the timbre, dynamic and textural details of a piece of music, both verbally, and through movement</i></p> <p><i>I will know how to begin to show an awareness of metre</i></p> <p><i>I will know how to begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</i></p>	<p><i>I will know how to combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</i></p> <p><i>I will know how to use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions</i></p> <p><i>I will know how to suggest and implement improvements to my own work, using musical vocabulary</i></p>	<p><i>I will know how to sing and play in time with my peers with some degree of accuracy and awareness of my part in the group performance</i></p>	<p><i>I will know that the timbre of instruments played affect the mood and style of a piece of music</i></p> <p><i>I will know that an ensemble is a group of musicians who perform together</i></p> <p><i>I will know that to perform well, it is important to listen to the other members of your ensemble</i></p>
<p>Developing singing technique</p>	<p><i>I will know how to understand that music from different parts of the world and different times, has different features</i></p> <p><i>I will know how to recognise and explain the changes within a piece of music using musical vocabulary</i></p> <p><i>I will know how to begin to show an awareness of metre</i></p>	<p><i>I will know how to compose a piece of music in a given style with voices and instruments</i></p> <p><i>I will know how to combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</i></p> <p><i>I will know how to use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to</i></p>	<p><i>I will know how to sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</i></p> <p><i>I will know how to sing and play in time with my peers with some degree of accuracy and awareness of my part in the group performance</i></p> <p><i>I will know how to perform from basic staff notation, incorporating</i></p>	<p><i>I will know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad</i></p> <p><i>I will know that different notes have different durations, and that crotchets are worth one whole beat</i></p> <p><i>I will know that 'reading' music means using how the written note</i></p>

	<p><i>I will know how to begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</i></p>	<p><i>label and record my compositions</i></p>	<p><i>rhythm and pitch and be able to identify these symbols using musical terminology</i></p>	<p><i>symbols look and their position to know what notes to play</i></p> <p><i>I will know that written music tells you how long to play a note for</i></p>
<p>Pentatonic melodies and composition</p>	<p><i>I will know how to discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</i></p> <p><i>I will know how to understand that music from different parts of the world and different times, has different features</i></p> <p><i>I will know how to recognise and explain the changes within a piece of music using musical vocabulary</i></p> <p><i>I will know how to describe the timbre, dynamic and textural details of a piece of music, both verbally, and through movement</i></p> <p><i>I will know how to begin to show an awareness of metre</i></p> <p><i>I will know how to begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</i></p>	<p><i>I will know how to combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</i></p> <p><i>I will know how to use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions</i></p> <p><i>I will know how to suggest and implement improvements to my own work, using musical vocabulary</i></p>	<p><i>I will know how to sing and play in time with my peers with some degree of accuracy and awareness of my part in the group performance</i></p> <p><i>I will know how to perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</i></p>	<p><i>I will know that the word 'crescendo' means a sound getting gradually louder</i></p> <p><i>I will know that some traditional music around the world is based on five notes called a 'pentatonic' scale</i></p> <p><i>I will know thst a pentatonic melody uses only the five notes C D E G A</i></p>

<p>Jazz</p>	<p><i>I will know how to discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</i></p> <p><i>I will know how to understand that music from different parts of the world and different times, has different features</i></p> <p><i>I will know how to recognise and explain the changes within a piece of music using musical vocabulary</i></p> <p><i>I will know how to describe the timbre, dynamic and textural details of a piece of music, both verbally, and through movement</i></p> <p><i>I will know how to begin to show an awareness of metre</i></p> <p><i>I will know how to begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</i></p>	<p><i>I will know how to compose a piece of music in a given style with voices and instruments</i></p> <p><i>I will know how to combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</i></p> <p><i>I will know how to use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions</i></p>	<p><i>I will know how to sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</i></p> <p><i>I will know how to sing and play in time with my peers with some degree of accuracy and awareness of my part in the group performance</i></p> <p><i>I will know how to perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</i></p>	<p><i>I will know that 'syncopation' means a rhythm that is played off the natural beat</i></p> <p><i>I will know that Ragtime is piano music that uses syncopation and a fast tempo</i></p> <p><i>I will know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago</i></p> <p><i>I will know that 'scat singing' is using made-up words to create the sound of an instrument playing</i></p>
<p>Traditional instruments and improvisation</p>	<p><i>I will know how to discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</i></p> <p><i>I will know how to understand that music from different parts of the world and different times, has different features</i></p> <p><i>I will know how to recognise and explain the changes within a piece of</i></p>	<p><i>I will know how to compose a piece of music in a given style with voices and instruments</i></p> <p><i>I will know how to use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions</i></p>	<p><i>I will know how to sing and play in time with my peers with some degree of accuracy and awareness of my part in the group performance</i></p> <p><i>I will know how to perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</i></p>	<p><i>I will know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music</i></p> <p><i>I will know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'</i></p> <p><i>I will know that a 'rag' is the tune in traditional Indian music, and is</i></p>

	<p><i>music using musical vocabulary</i></p> <p><i>I will know how to describe the timbre, dynamic and textural details of a piece of music, both verbally, and through movement</i></p> <p><i>I will know how to begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to my own and others' work</i></p>			<p><i>often played on a stringed instrument called a 'sitar'</i></p> <p><i>I will know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note</i></p> <p><i>I will know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music</i></p>
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