



Music: Year 3

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).




I. ELEMENTS OF MUSIC

A. ELEMENTS

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - Recognise a steady beat, accents, and the downbeat; play a steady beat.
 - Move responsively to music (marching, walking, hopping, swaying, etc.).
 - Recognise short and long sounds.
 - Discriminate between fast and slow; gradually slowing down and getting faster.
 - Discriminate between differences in pitch: high and low.
 - Discriminate between loud and soft; gradually increasing and decreasing volume.
 - Understand that melody can move up and down.
 - Hum the melody while listening to music.
 - Echo short rhythms and melodic patterns.
 - Play simple rhythms and melodies.
 - Recognise like and unlike phrases.
 - Recognise timbre (tone colour).
 - Sing unaccompanied, accompanied, and in unison.
 - Recognise verse and refrain.
 - Recognise that musical notes have names.
 - Recognise a scale as a series of notes.
 - Sing the C major scale using 'do re mi' etc.

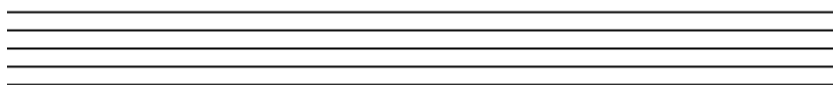
B. NOTATION

- Review the following notation:

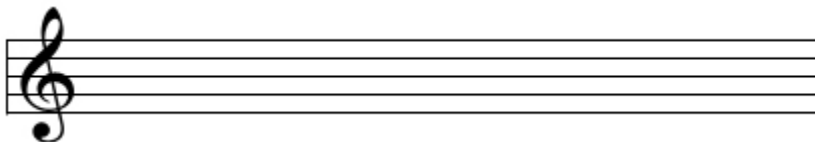
- Crotchet 
- Minim 
- Semi-breve 

- Understand the following notation:

- Stave



- Treble clef and names of lines and spaces in the treble clef



- Crotchet rest: silent for one beat



- Minim rest: silent for two beats



- Semibreve rest: silent for four beats



II. LISTENING AND UNDERSTANDING

Teachers: Expose children to a wide range of music, including children’s music, popular instrumental music, and music from various cultures. [In Year 4, students will take a closer look at the brass and woodwind families.]

A. MANY KINDS OF MUSIC

- Patriotic music
- Folk Music
- Classical Music

B. COMPOSERS AND THEIR MUSIC

Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:

- Antonio Vivaldi, *The Four Seasons*
- Johann Sebastian Bach, *Minuet in G major* (collected by Bach in the *Anna Magdalena Notebook*); *Jesu, Joy of Man’s Desiring*; *Tocatta and Fugue in D minor*
- Ludwig van Beethoven, *Symphony No. 6 (‘Pastoral’)*: first movement and from final movement, ‘Thunderstorm’ to end of symphony

C. THE ORCHESTRA

- Review families of instruments: strings, brass, woodwinds, percussion.
- Become familiar with instruments in the string family—violin, viola, cello, double bass—and listen to
 - Camille Saint-Saëns, from *Carnival of the Animals*: ‘The Swan’ (cello) and ‘Elephants’ (double bass)
 - Antonio Vivaldi, *The Four Seasons* (see below, Composers and Their Music)
- Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to Carlos Chavez, *Tocatta for percussion*, third movement.

[If you have recordings or other resources, also introduce African drumming and Latin American music with percussion.]

D. KEYBOARD INSTRUMENTS

- Recognise that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including:
 - Wolfgang Amadeus Mozart, *Rondo Alla Turca* from *Piano Sonata K. 331*
 - Ludwig van Beethoven, *Für Elise*
 - Felix Mendelssohn, *Spring Song* from *Songs without Words*

[See also below, Composers and Their Music, Bach, *Tocatta and Fugue in D minor* (organ).]

III. SONGS

- Bobby Shaftoe
- Clementine
- Do-Re-Mi (Richard Rodgers and Oscar Hammerstein II, for the musical *The Sound of Music*)
- The Happy Wanderer (words by Florenz Siegesmund, English translation by Antonia Ridge, music by Friedrich Wilhelm Möller)
- The Hippopotamus Song (also known for its chorus: Mud, Mud, Glorious Mud) (Michael Flanders and Donald Swann)
- Oranges and Lemons
- Who Killed Cock Robin?