

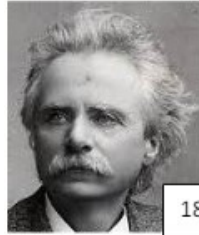
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|---|
| Music Year 3 - Autumn |
| In the Hall of the Mountain King |



and



| Key Vocabulary | |
|--------------------|---|
| steady beat | The regular repeating heartbeat of the music – it is usually what people tap their foot along to. |
| rhythm | Patterns of long and short sounds used in music. In songs, these can be based on the syllables in the lyrics. |
| dynamics | This is all about how loud or quiet sounds are. |
| tempo | How fast or slow the music is. |
| accelerando | The tempo (speed) of the music gradually changes and becomes faster. |
| crotchet | One beat note. |
| quaver | 1/2 beat note. These often come in pairs. |



1843-1907

What key knowledge will I have by the end of this unit?

I know how rhythm patterns fit to a steady beat

I know that tempo can change in music (getting faster or slower)

I know that dynamics can change in music (getting louder and softer)

| In Year 3: | In Year 4: | In Year 5: | In Year 6 |
|------------|--|--|--|
| | Read and write basic stave notation (rhythmic). Perform on untuned percussion. | Read and write pitched notation on a stave Perform on tuned percussion. | Read and write traditional stave notation, including chords. Perform on tuned percussion. |

What key skills will I have by the end of this unit?

- I can consider how music illustrates the composer's ideas
- I can keep a beat following a gradual increase in tempo
- I can identify and use graphic notation including basic rhythmic notation.
- I can play untuned percussion instruments along to In the Hall of the Mountain King, controlling gradual increases of dynamics and tempo
- Create and perform own untuned percussion piece that uses gradual increases of dynamics and tempo in an AABA structure