



compose



spring



summer



autumn



winter



listen



Year 3 - Composition



composer



rhythm



collaborate



melody



notes



evaluate





perform



rehearse

Y3 Spring 2 – Music – Composition

Subject Specific Vocabulary		Relevant Pictures and Information	Exciting Websites
ensemble	Music group or musical group.		Four Seasons ~ Vivaldi - YouTube Music - Bing video
read music	Reading the symbols, you see on pages of sheet music.		Pioneers and Role Models  Antonio Lucio Vivaldi – Composer of 'The Four Seasons'.
perform	Musical ideas are realized and transmitted to a listener.	Year 2 - How to: <ul style="list-style-type: none"> To hold and play a variety of different instruments in the one performance. To keep a pulse/beat and melody with often only a short cue, from only 4 beats to a simple upbeat. To deliver several melodies and sound effects at varying designated dynamic levels as part of a class ensemble. To be able to remember various melodies and sound effects at varying designated dynamic levels. 	<ul style="list-style-type: none"> To understand the process of creating a short composition. To read from, and learn about pitch and melody using a notation of colour specified numbers placed into a grid system that represents beat. To develop the understanding of notation ordered in colour specified numbers placed into a grid system that represents beat, by using it compositionally. To compose short fragments of melody in small groups using knowledge learned about relational pitch. To learn the word texture when used as an element of music analysis and structure. To gain a greater knowledge of songs from different times throughout history, and the different elements of music that might be pertinent or identifying as from that time.
dynamics	Variation in loudness between notes or phrases.	Skills I am developing <ul style="list-style-type: none"> To learn to interpret play and perform using different types of graphic notation for body percussions, simple vocal sounds and text. To devise and use new forms of graphic notation so that body percussions, simple vocal sounds and text may be remembered, rehearsed and performed. To help create at least one simple melody using one, three or five different notes. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To listen to performances of other groups. 	
arrange	Creating music using pre-existing pieces of music.		
pitch	How high or low sound is.		
tempo	The speed of the music.		