

## English Year 3

**Reading - Word Reading****Pupils should be taught to:**

§ continue to use and apply phonic strategies that they learned in KS1 to help them decode unfamiliar words, and to secure their fluency in decoding

§ apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud with increasing confidence and fluency, and to understand the meaning of new words: e.g. uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness

§ read further exception words with unusual correspondences between spelling and sound: e.g. calendar, grammar, guide, heart, naughty, strength. Explaining the links between spelling and sounds where these occur in the word.

**Reading - Comprehension****Pupils should be taught to:**

§ develop positive attitudes to reading and understanding of what they read by:

**Range of Texts**

§ listening attentively and participating in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.

§ reading books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure.

§ using dictionaries to check the meaning of words that they have read e.g. reaching for the dictionary when encountering a new word rather than guessing or immediately asking an adult.

**Familiarity with Texts**

§ increasing and independently demonstrating their familiarity with a wide range of age-appropriate books, including fairy stories, myths and legends, and retelling some of these orally

§ identifying themes and conventions in a wide range of books: e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings.

**Performance and Poetry**

§ independently reading aloud and performing poems and play scripts, showing their understanding of intonation, tone, volume and action (demonstrating the skills of re-reading, rehearsing and performing to show some understanding of the meaning of these texts).

**Understanding**

§ discussing words and phrases that capture the reader's interest and imagination by identifying words or phrases that interest, inspire or intrigue them from their reading and saying why: e.g. I love the names of the games they play like wobble and sneedball, it makes me want to join in.

§ understand what they read, in (age-appropriate) books they can read independently, by:

§ checking that the text makes sense to them, self-correcting if they have misread and discussing their understanding and explaining the meaning of new and unusual words in context: e.g. foul (filthy) and foul in sport, foul play in crime.

§ asking relevant questions to improve their understanding of an age-appropriate text e.g. I wonder how Tom knew what the rules of all the games were?

**Inference**

§ beginning to draw inferences from their reading of age-appropriate texts such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence which is often correct but not always fully supported by reference to the text.

#### Prediction

§ predicting what might happen from details stated drawing on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.

#### Authorial Language

§ identifying main points in paragraphs of an age-appropriate text and summarising these including some of the main ideas in one or two sentences using key vocabulary from the text.

#### Authorial Intent

§ identifying and explaining how language, structure, and presentation contribute to meaning: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary, labels and captions to pictures and diagrams add meaning in nonfiction texts and uses them to extract more meaning.

#### Non-Fiction

§ retrieve and record information from non-fiction by identifying questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Recording information in a form that can be easily retrieved: e.g. using a KWL grid to record what they already know (K) and what they want to find out (W) and making notes about what they have learnt (L).

#### Discussing Reading

§ participate in discussion, about both age-appropriate books that are read to them and those they can read for themselves, in groups and whole class, following agreed class rules for group talk (turn taking and listening to what others say)

### Writing - Transcription

#### Pupils should be taught to:

##### Phonic and Whole Word Spelling

§ continue to use and apply knowledge of phonemes, alternative phonemes, syllables, suffixes alternative spellings and homophones that they learned in KS1 to help them correctly spell words.

##### Word Building and Spelling

§ correctly spell words with prefixes without any associated changes in spelling: e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.

§ correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word: e.g. opened, buttered, gardener, frightening, limited, scattering, referred, deterred, gripped.

§ distinguish between and correctly spell further homophones and near homophones: e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.

§ spell words that are often misspelt by identifying their own most common spelling mistakes and the commonly misspelled words from the 3/4 list and beginning to use one or two taught strategies to reduce misspellings: e.g. sounding out Wed-nes-day.

§ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys', animals'] and in words with irregular plurals [for example, children's, women's, sheep's].

### Handwriting

#### Pupils should be taught to:

§ continue to practise and improve the letter formation and joins that they used in KS1 to secure a fluent handwriting style.

§ sit correctly at a table, hold a writing implement comfortably and correctly form and join letters in accordance with the school's agreed handwriting style.

§ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]resulting in writing that can be easily read, is almost always consistent and pleasing in appearance.

§ use the first two or three letters of a word to check its spelling in a dictionary.

§ write from memory a dictated sentence, containing the spelling patterns and common exception words and punctuation taught so far, spelling most of them correctly.

### Writing - Vocabulary, grammar and punctuation

**Pupils should be taught to:**

#### Vocabulary

§ use a range of prefixes to generate new nouns, e.g. superhero, antibullying and use them appropriately in their independent writing.

§ recognise related words from the same word family and deduce the meaning of related words correctly: e.g. recognises 'heard' within 'unheard' and 'misheard' and is able to use this knowledge to explain what both words mean.

#### Grammar

§ writing an increasing range of sentences with more than one clause using the conjunctions taught so far including when, if, because, although and applying the new learning across a range of independent writing

§ using the present perfect form of verbs in contrast to the past tense select the appropriate tense for the task and apply the new learning across a range of independent writing: e.g. I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.

§ choosing appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing: e.g. When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'.

§ using a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing: e.g. After lunch, the boys went on the nature trail because we had been told there were some new ducklings and we wanted to see them.

§ decide whether a noun needs 'a' or 'an' in front of it and make the right choice in independent writing: e.g. an apple, an orange and a banana.

§ use and understand the (stage appropriate) grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

#### Punctuation

§ using inverted commas confidently and consistently to punctuate direct speech.

### Writing - Composition

**Pupils should be taught to:**

§ **plan their writing by:**

#### Contexts for Writing

§ discussing models of writing, identifying and naming key organisational and language features of a shared text (e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials and key vocabulary) similar to that which they are planning to write; working with a partner, small group or the whole class.

#### Planning and Drafting

§ working with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use: e.g spider gram

§ composing and speaking a whole sentence often incorporating newly acquired vocabulary and using recently learned sentence types.  
§ organising correctly demarcated paragraphs around a theme by organising material into logical chunks and writing a coherent series of linked sentences for each.

§ in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.

§ in non-narrative writing, using simple organisational devices to group their material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk.

#### § Editing Writing

§ assessing the effectiveness of their own and others' writing and suggesting improvements by reading back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement: § proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, in their own and other's writing.

§ proof-reading for spelling and punctuation errors spotting most of their own and others' spelling and punctuation errors quickly and knowing how to correct them.

#### Performing Writing

§ reading their writing aloud with expression, loudly and clearly enough to be heard and understood by all.

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]
<b>Sentence</b>	Expressing <b>time</b> , <b>place</b> and <b>cause</b> using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech
<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

## Maths Year 3

Number - Number and Place Value	Number - Addition and Subtraction
Pupils should be taught to: <ul style="list-style-type: none"> <li>§ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>§ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>§ compare and order numbers up to 1000</li> <li>§ identify, represent and estimate numbers using different representations</li> <li>§ read and write numbers up to 1000 in numerals and in words</li> <li>§ solve number problems and practical problems involving these ideas.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>§ add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>§ a three-digit number and ones</li> <li>§ a three-digit number and tens</li> <li>§ a three-digit number and hundreds</li> </ul> </li> <li>§ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>§ estimate the answer to a calculation and use inverse operations to check answers</li> <li>§ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>
Number - Multiplication and Division	Number - Fractions

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>§ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>§ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>§ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>§ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>§ recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>§ add and subtract fractions with the same denominator within one whole [for example, <math>+</math> = ]</li> <li>§ compare and order unit fractions, and fractions with the same denominators</li> <li>§ solve problems that involve all of the above.</li> </ul>
<b>Measurement</b>	<b>Geometry - Properties of shapes</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>§ measure the perimeter of simple 2-D shapes</li> <li>§ add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>§ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>§ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>§ know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>§ compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>§ recognise angles as a property of shape or a description of a turn</li> <li>§ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>§ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>
<b>Statistics</b>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ interpret and present data using bar charts, pictograms and tables</li> <li>§ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul>	

## Science Year 3

<b>Plants</b>	<b>Animals, including humans</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>§ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>§ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>

<ul style="list-style-type: none"> <li>§ investigate the way in which water is transported within plants</li> <li>§ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	
<b>Rocks</b>	<b>Light</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>§ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>§ recognise that soils are made from rocks and organic matter.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ recognise that they need light in order to see things and that dark is the absence of light</li> <li>§ notice that light is reflected from surfaces</li> <li>§ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>§ recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>§ find patterns in the way that the size of shadows change.</li> </ul>
<b>Focus and Magnets</b>	<b>Working Scientifically</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ compare how things move on different surfaces</li> <li>§ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>§ observe how magnets attract or repel each other and attract some materials and not others</li> <li>§ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>§ describe magnets as having two poles</li> <li>§ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>§ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>§ setting up simple practical enquiries, comparative and fair tests</li> <li>§ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>§ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>§ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>§ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>§ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>§ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>§ using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>

## Art and Design Year 3

### Subject Content - Supplementary information regarding suggested Artists, Craft makers and Designers can be found on Google Drive

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  
Pupils should be taught:

- § to create sketch books to record their observations and use them to review and revisit ideas
- § to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- § about great artists, architects and designers in history.

### Computing Year 3

Subject Content	
<p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• Write programs that accomplish specific goals.</li> <li>• Use sequence in programs.</li> <li>• Work with various forms of input.</li> <li>• Work with various forms of output.</li> </ul>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively.</li> <li>• Use a variety of software to accomplish given goals.</li> <li>• Collect information.</li> <li>• Design and create content.</li> <li>• Present information.</li> </ul>
<p><b>Digital Learning</b></p> <ul style="list-style-type: none"> <li>• Use technology responsibly.</li> <li>• Identify a range of ways to report concerns about contact.</li> </ul>	

### Design and Technology Year 3

Subject Content	
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p>	
<p><b>Design</b></p> <p>§ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>§ generate, develop, model and communicate their ideas through discussion and annotated sketches.</p>	<p><b>Make</b></p> <p>§ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>§ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
<p><b>Evaluate</b></p> <p>§ investigate and analyse a range of existing products</p> <p>§ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>§ understand how key events and individuals in design and technology have helped shape the world</p>	<p><b>Technical Knowledge</b></p> <p>§ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>§ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
Cooking and Nutrition - Subject Content	
<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.</li> <li>• Measure and weigh ingredients appropriately.</li> <li>• Follow a recipe.</li> </ul>	

<b>Skills</b>	<ul style="list-style-type: none"> <li>§ understand and apply the principles of a healthy and varied diet</li> <li>§ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>§ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
---------------	--

## Geography Year 3

Subject Content	
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	
Locational Knowledge	Place Knowledge
<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</li> </ul>
Human and physical geography	Geographical skills and fieldwork
Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: mountains, volcanoes and earthquakes</li> <li>• human geography, including: types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

## History Year 3

Subject Content
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p>
Skills
Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age Examples (<i>non-statutory</i>) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>



## Music Year 3

**Subject Content**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

**Skills**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.