

## Music Year group - Year Three

Listening and Responding to Music	Elements of Music		Composition and Improvisation	Developing Performance Skills and Awareness
I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	Pulse/Beat/Metre	I can recognise and move in time with the beat.	I can make an informed decision as to which notes to use when composing and improvising with the song.	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.
		I can play the steady beat on percussion instruments.		
		I can recognise the 'strong' beat.		
		I can play in time with a steady beat in 2/4, 4/4 and 3/4		
I can identify and describe feelings as they relate to music.	Rhythm	I can recognise by ear and notation: minims, crotchets, quavers and their rests.	I can create a four or six-bar melody	I can demonstrate an understanding of the importance of posture, diction and technique when performing.
		I can copy simple rhythm patterns created from minims, crotchets, quavers and their rests.		
		I can create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.		
		I can alternate between a steady beat and rhythm.		
I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	Pitch (Melody)	I can show the shape of a melody as rising and falling in pitch.	I can follow the instrumental part on the screen, playing by ear or with the notation provided, when playing instrumental parts with a song.	I can introduce my performance with context and understanding of the song and the learning process
		I can learn to sing a melody by ear or from notation.		
		I can learn to rehearse and play a melodic instrumental part by ear or from notation.		
		I can identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C.		
		I can identify the scales of: C major G major F major		
		I can identify if a scale is major or minor.		

**Music**  
**Year group - Year Three**

Listening and Responding to Music	Elements of Music		Composition and Improvisation	Developing Performance Skills and Awareness
		I can copy simple melodies by ear or from reading notation. I can create melodies by ear and notate them. I can explore and play by ear or from notation: • Five-note scale • Pentatonic scale		
	Tempo	I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat. I can the speed of a steady beat, moving from fast to slow, slow to fast. I can control the speed of a steady beat, getting faster and getting slower		
	Dynamics	I can listen out and respond to forte (loud) sections of music. I can identify instruments playing loud dynamics when listening to the music. I can use dynamics to help communicate the meaning of a song.		
	Timbre	I can choose particular instruments for rehearsal and performing. I can identify the sound of different tuned and untuned percussion instruments.		
	Texture	I know that singing and playing together creates a musical texture. E27 - Add body percussion accompaniments. I can listen to the accompaniment to a song. I can identify large numbers of people playing and singing. I can listen out for solo players.		

Listening and Responding to Music	Elements of Music		Composition and Improvisation	Developing Performance Skills and Awareness
	Structure (Form)	I can show the different sections of a song structure or piece of music through actions.		
Vocabulary				
Appalachian music, Baroque music, Blues, Country, Folk music, Native American music, Reggae, Disco	Structure, intro/introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, riff, ostinato, pentatonic scale, texture, hook, melody, electric guitar, backing vocals, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, forte, piano,		improvise, compose, imagination,	

**Intended Impact**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Down Music	Playing In a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
<b>How does Music bring us closer together?</b>	Christmas Songs		<b>How does Music help us get to know our community?</b>	<b>How does Music make a difference to us every day?</b>	<b>How does Music connect us with our planet?</b>

**Music**  
**Year group - Year Three**

	<b>What stories does Music tell us about the past?</b>	<b>How does Music make the World a better place?</b>			
<ul style="list-style-type: none"> <li>• I understand that long/short and high/low sounds can be represented by musical symbols.</li> <li>• I know these symbols can be written on a stave, helping us to remember what we are going to sing and play.</li> <li>• I can sing and play my instrument in a few different time signatures.</li> <li>• I can copy back simple rhythmic patterns and clap a rhythm that I have made up myself.</li> <li>• I can move in time to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>• I can play and perform as a soloist or as part of an ensemble.</li> <li>• I can explain why a song was chosen.</li> <li>• I have an understanding of the musical themes I have been singing about.</li> <li>• I can follow the leader or conductor.</li> <li>• I can talk about my performance, explaining what went well and what could be improved.</li> <li>• I can introduce the song and explain why it was chosen.</li> <li>• I can express how my</li> </ul>	<ul style="list-style-type: none"> <li>• I can compose a simple melody that starts and ends on the home note.</li> <li>• I can perform my own composition using the notes I have chosen.</li> <li>• I can shape the melody, using steps and leaps.</li> <li>• I can describe how my melody was created.</li> <li>• I can use a simple structure when composing.</li> <li>• I can use simple dynamics and tempo to express loud/quiet and fast/slow.</li> <li>• I can create simple rhythmic</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the emotions I feel when I listen to a piece of music.</li> <li>• I can happily give my opinion about the music I listen to.</li> <li>• I can find the pulse of the music, sometimes finding the first beat of the bar.</li> <li>• I can talk about the musical features relating to the style of the music.</li> <li>• I can discuss a piece of music, using appropriate musical language.</li> <li>• I can confidently recognise a</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that improvisation is when you make up your own melody.</li> <li>• I can improvise successfully by listening and responding to the music from the unit.</li> <li>• I can sometimes use silent beats within my improvisation.</li> <li>• I can create simple rhythms to build phrases using limited notes</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing a song confidently from memory, as part of a group or as a solo.</li> <li>• I can sing, demonstrating clear diction, articulation and expression.</li> <li>• I can sing in unison.</li> <li>• I can demonstrate and keep good posture.</li> <li>• I can confidently follow the leader or conductor of a group.</li> <li>• I can sing in unison (with actions) with a range of songs of varying</li> </ul>

**Music**  
**Year group - Year Three**

<ul style="list-style-type: none"> <li>· I can copy back simple melodic patterns, following basic notation.</li> <li>· I can recognise various notes and their rests on a stave.</li> <li>· I can recognise the difference between major and minor sounds.</li> </ul>	<p>performance affected me emotionally.</p>	<p>patterns using both notes and rests.</p>	<p>range of musical instruments.</p> <ul style="list-style-type: none"> <li>· I can listen to music from around the world and talk confidently about their features.</li> <li>· I can compare and contrast songs of similar styles.</li> </ul>		<p>styles and structures.</p>
---	---	---	--	--	-------------------------------