



Year 3 expected					
Listen & Appraise	Singing	Playing instruments	Composition	Improvisation	Performance
<p>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. Listen with attention to detail.</p> <ul style="list-style-type: none"> Confidently identify and move to the pulse. Think about what the words of a song mean. Take it in turn to discuss how the song makes them feel. Identify most instruments in the song. Listen carefully and respectfully to other people's thoughts about the music. Identify at least one musical dimension featured in the song, and where they are used (texture, 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Explore singing solo. Begin to sing with an awareness of being 'in tune'. Have an awareness of the pulse internally when singing. 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> Talk about the instruments used in class. Play any one of 2 differentiated parts on a tuned instrument (a one-note or simple part) from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader 	<p>Compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. As a small group, plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Begin to listen to and reflect upon the developing composition. <p>use and understand staff and other musical notations</p> <ul style="list-style-type: none"> With support, record the 	<p>Improvise music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> Clap and Improvise – listen and then clap their own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments to listen and sing back, then listen and play their own answer using one or two notes. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> Choose what to perform and create a programme. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why. Identify some reasons why we perform.



Subject Overview with challenge

<p>dynamics, tempo, rhythm and pitch).</p> <ul style="list-style-type: none"> Identify the main sections of the song (introduction, verse, chorus etc.) Begin to identify a possible theme for the song 			<p>composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>you cannot make a mistake</p>	<ul style="list-style-type: none"> contribute to the performance by singing, playing an instrumental part, improvising or performing their composition
Year 3 challenging					
Listen & Appraise	Singing	Playing instruments	Composition	Improvisation	Performance
<p>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. Listen with attention to detail.</p> <ul style="list-style-type: none"> Identify funky rhythms, tempo changes, dynamics in any piece of music. Explain how the words of the song tell a story. Does the music create a story in your imagination? What story? 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> Lead the groups that are singing Confidently sing in two parts and as a solo. Sing a tune with expression. Recognise the importance and begin to use the pulse internally when singing. 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> Begin to identify some of the instrument families of the instruments played in class. <p>Use and understand staff and other musical notations</p> <ul style="list-style-type: none"> Play a medium part on a tuned instrument using some notation. 	<p>Compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> Use a pentatonic scale to create a simple melody. Invent own rhythmic and melodic patterns. <p>use and understand staff and other musical notations</p> <ul style="list-style-type: none"> With increasing independence, record the composition in any way appropriate 	<p>Improvise music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> Gold Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> communicate the meaning of the words and clearly articulate them. Begin to identify similarities and differences between performances.



Subject Overview with challenge

<ul style="list-style-type: none">Identify a possible theme for the song and support their idea using knowledge of different genres and music dimensions.			that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	<ul style="list-style-type: none">Improvise! – Take it in turns to improvise using three different notes	
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