

## MUSIC - YEAR 3

<p><b>Controlling sounds through singing and playing (Play and Perform)</b></p> <p><b>Sing songs in unison and two parts</b></p> <p>Be able to sing in unison, becoming aware of the pitch and pulse and showing control of rhythm.</p> <p>Sing songs and create different vocal effects.</p> <p><b>Play tuned and un-tuned instruments with control and accuracy</b></p> <p>Be able to perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>Select instruments to describe visual images.</p> <p><b>Practise, rehearse and present performances with an awareness of the audience</b></p> <p>Be able to think about others while performing including other performers and the audience.</p>	<p><b>Creating and developing Musical ideas (Create and Compare)</b></p> <p><b>Improvise, developing rhythmic and melodic material when performing</b></p> <p>Be able to create simple rhythmic patterns that use a small range of notes.</p> <p><b>Explore, choose, combine and organise musical ideas with musical structures</b></p> <p>Be able to begin joining simple layers of sound such as a melody and a background rhythm.</p> <p>Analyse and comment on how sounds are used to create different moods.</p>	<p><b>Responding and reviewing (Appraisal skills)</b></p> <p><b>Analyse and compare sounds</b></p> <p><b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language</b></p> <p>Be able to explore and comment on the ways sounds can be used expressively.</p> <p><b>Reflect on and improve their own and others' work in relation to its intended effect</b></p> <p>Be able to comment on the effectiveness of their own work and that of their peers, identifying, as clearly as possible and making improvements.</p>	<p><b>Listening and applying knowledge and understanding</b></p> <p><b>Listen to music with an increasing attention to detail and be able to describe in detail what they have heard</b></p> <p>Can comment on music they like and dislike using appropriate musical vocabulary such as dynamics, tempo, pitch including that from different traditions and great composers and musicians.</p> <p><b>Understand how combining the different elements of music can alter the mood and effect of the piece</b></p> <p>All children should begin to understand how musical elements are combined together to create different moods and effects and that music can be used to represent different moods and meanings.</p>	<p><b>Notation of musical ideas</b></p> <p><b>Be able to understand invented notations for representing music</b></p> <p>Understands that a musical staff is five lines and each different line / space represents a different pitched note.</p> <p>Can give the note name and length for crotchets and quavers.</p> <p>Can clap back simple rhythms from standard notation using crotchets, quavers and their respective rests.</p> <p>Is beginning to understand how dynamics are represented.</p>
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