

Year 3

How sounds can be combined in **layers** (as well as sequenced one after the other)

	Skills	Understanding	Key words
Sing 1	<ul style="list-style-type: none"> a) Can sing songs by memory, in tune (a greater range) with increasing accuracy/fluency/expression. b) Can sing unison, 2-4 part rounds, call and response, partner songs c) Can respond to visual cues of teacher. d) Can play body percussion/actions whilst singing. 	<ul style="list-style-type: none"> a) High/Low pitch b) Loud/quiet dynamic c) Fast/Slow tempo d) Steps and leaps in pitch e) Understand the importance of diction. 	<ul style="list-style-type: none"> • Pitch • High/Low/rising/falling/step/leap • Dynamic • Loud/Quiet/crescendo/diminuendo • Tempo • Fast/Slow • Pulse • Beat • Downbeat • Rhythm • Structure • Instrument names • Call and response • Ostinato • Unison • Solo • Layered • Stave • Crotchet/quavers /minim/rest. (and vocal equivalents e.g Ta tete) • Strings, Woodwind, Brass, Percussion, keyboard. • Drone
Perform 2	<ul style="list-style-type: none"> a) Can follow non-verbal gestures. b) Can play percussion instruments/body percussion in time, with an awareness of groupings of beats (including rests). c) Can copy rhythms on body percussion or percussion instruments or create rhythms for others to copy. d) Can start to read rhythmic notation (crotchets, quavers, minims and rests) and limited pitch notation (3-5 notes). e) Start to learn tuned percussion and other tuned instruments (e.g. recorder) with 3-5 notes. 	<ul style="list-style-type: none"> a) Understand the difference between pulse and rhythm. b) understand basic dynamics, pitch, tempo, 	
Listen/ Appraise 3	<ul style="list-style-type: none"> a) Can respond to tempo/pitch/dynamic/structure through movement or verbally. b) Can identify beat groupings in music. c) Can identify a sequence of sounds (structure). d) Can identify more instruments and categorise instruments. E.g instruments of the orchestra. e) Can start to describe music using musical vocabulary. f) Can express an opinion about a piece of music. 	<ul style="list-style-type: none"> a) Can understand how the use of musical elements affect the intent of the music. b) Music can have an order (structure) c) Can recognise repetition and contrasting sections. d) That different instruments can make different sounds. 	
Create 4	<ul style="list-style-type: none"> a) Improvise or compose descriptive music with a narrative (e.g a story) b) Put sounds in order and start to use layers (Beginning, middle and end). c) Create a range of different sounds with given instruments. d) Create rhythms using words. e) Improvise vocal and percussion pieces using Q & A phrases – a musical conversation. f) Create standard notation of rhythms they have created. g) Can create short melodic phrases of 3-5 notes. h) Collaborate to create a piece of music. i) Start to use the musical elements for specific effect in a composition. j) Can improve their work. 	<ul style="list-style-type: none"> a) How to put sounds together in order (structure) to make a descriptive piece of music. b) How to use the musical elements to create particular effects. c) How to turn words into rhythms 	