

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