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| Happiness Responsibility Friendship Respect Courage | | | | | | |
| MUSIC Year 3 | | | | | | |
| Listening | Singing | Notation | Improvising | Composing | Pulse, beat and metre | Rhythm |
| I can walk, move or clap a steady beat with others changing the speed of the beat as the tempo of the music changes.  I can identify some beat groupings.  I can talk about what a song or piece of music means.  I can identify the verse and chorus in songs.  I can identify a solo vocal or instrumental line and the rest of the ensemble.  I can talk about the styles of music in my lessons and draw connections to other pieces studied. | I can sing and perform a widening range of unison songs as part of a class choir.  I demonstrate good singing posture.  I can copy back simple melodic phrases when learning songs.  I can sing to express the meaning of the words.  I can follow the leader or conductor directions to change dynamics. | I can use untuned/tuned percussion to perform rhythmic notation with given note names.  I can use standard notation of crotchets, and minims.  I know the difference between crotchets and minims.  I can apply spoken words to rhythms understanding how each syllable links to a musical note. | I can use my voice, tuned or untuned instruments to invent on the spot responses. | I can create and perform music or sound effects in response to music or another stimulus using music technology to capture change and combine sounds.  I can use simple structures with a verse and chorus or AB form.  I can create a simple melody using crotchets and minims.  I can compose over a drone or simple groove.  I can use simple dynamics in my compositions forte (loud) and piano (quiet). | I can play a steady beat on percussion instruments.  I can play in time with a steady beat in 2/4, 3/4 and 4/4. | I can recognise by ear and notation minims and crotchets and their rests.  I can copy back simple rhythm patterns created from minims and crotchets and their rests.  I can create simple rhythm patterns created from minims and crotchets and their rests. |
| Pitch | Timbre | Texture | Tempo | Structure | Dynamics |
| I can show the shape of a melody as rising and falling in pitch.  I can identify the names of the notes on a glockenspiel: CDEFGABC | I can choose particular instruments due to the quality of the sound.  I can identify the sounds of the tuned and untuned percussion instruments in school. | I can identify the accompaniment to a song and listen for solos. | I can control the speed of a steady beat getting gradually slower or faster. | I can identify the different sections of a song: introduction, verse, chorus and bridge. | I can use dynamics to communicate the meaning of a song.  I can identify forte and piano sections within my musical listening. |