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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. |