

YEAR 3 - Minimum expected standards

By the end of Year 3 most pupils should be able to:

<p>Perform Singing, playing & active learning</p>	<p>Explore & compose Playing & Exploring</p>	<p>Listen, reflect & appraise Creating and thinking critically</p>
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing songs in a variety of styles with confidence, singing an increasing number from memory • Show increasing accuracy of pitch and awareness of the shape of a melody. • Imitate increasingly longer phrases with accuracy • With an awareness of the phrases in a song • Understand that posture, breathing and diction are important. • Demonstrate an awareness of character or style in performance. • Chant or sing a round in two parts • Sing songs with a recognised structure (verse and chorus/ call and response) <p>Using instruments:</p> <ul style="list-style-type: none"> • Keep a steady beat on an instrument in a group or individually • Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/ or steady beat • Use tuned percussion with increasing confidence • Copy a short melodic phrase by ear on a pitched instrument • Play using symbols including graphic and / or simple traditional notation • Follow simple hand directions from a leader • Perform with an awareness of others • Combine musical sounds with narrative and movement <p>Perform a composed piece to a friendly audience, as a member of a group or class</p>	<p>Explore:</p> <ul style="list-style-type: none"> • Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices. • Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) • Symbols to represent sound (graphic scores / traditional notation) • The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods • The different sounds (timbres) that one instrument can make • How the musical elements can be combined to compose descriptive music <p>Compose:</p> <ul style="list-style-type: none"> • Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Music that has a recognisable structure; Beginning, Middle and End or verse/chorus • Music that tells a story, paints a picture or creates a mood • Music that uses repetition / echo <p>Key words:</p> <ul style="list-style-type: none"> • Steady beat • Rhythm • Ostinato • Rhythm • Phrase • Repetition • Musical symbols 	<p>Listening, reflecting and appraising:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces / extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> - a steady beat / no steady beat - a specific rhythm pattern or event - the speed (TEMPO) of the music - the volume (DYNAMICS) - the melody • using appropriate musical terms/language • Identify common characteristics • Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) • Identify repetition in music ie a song with a chorus • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names • Listen to their own compositions and use musical language to describe what happens in them <p>Musical Elements</p> <ul style="list-style-type: none"> • Duration - beat (pulse), rhythm, longer, shorter, sustained • Texture - layering of sounds • Tempo - Steady, faster, slower • Dynamics - Louder & quieter • Structure - Beginning, middle, repetition • Pitch - Notes moving step/leap • Timbre - Sound quality of individual instruments