

Year 3 Key Learning

The National Curriculum says: *Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*

| Activity | Curriculum Skills and Elements* | Key Learning | Key Learning Outcomes | National Curriculum |
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| | | The children will learn: | Children's Statements I can/I know/I understand and demonstrate: | Pupils should be taught to: |
| Musicianship Understanding Music Improvise Together (Including general musicianship and notation) | Listening Finding and keeping a steady beat Copy back Improvisation Singing Playing instruments Reading notation Pulse/Beat Rhythm Pitch Tempo Dynamics | The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start learning about basic music theory: <ul style="list-style-type: none"> • Staves • Lines and spaces • Clefs • Crotchets • Minims • Paired quavers Introduce and understand the differences between crotchets and paired quavers. | <ul style="list-style-type: none"> • I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols. • These symbols can be written on a stave, helping us to remember what we are going to sing and play. | Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. |
| | | To play and sing in the time signatures of: 2/4, 3/4 and 4/4. | <ul style="list-style-type: none"> • I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music. | |
| | | To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests. | <ul style="list-style-type: none"> • I can copy back simple patterns aurally and visually following basic notation. • I can improvise using simple patterns that include basic rhythms. | |
| | | To Recognise and move in time with the beat. | <ul style="list-style-type: none"> • I can move in time with a steady beat. • I know the pulse or beat of the music is like a heartbeat that doesn't stop. | |
| | | Begin to recognise by ear and notation: minims, crotchets, quavers and their rests. | <ul style="list-style-type: none"> • I can recognise various notes and equivalent rests on a stave and understand their note values. | |
| | | Identify the names of some pitched notes on a stave. | <ul style="list-style-type: none"> • I can identify the position of some notes on a stave. | |

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| | | The children will learn: | Children's Statements I can/I know/I understand and demonstrate: | Pupils should be taught to: |
| Musicianship Understanding Music Improvise Together (Including general musicianship and notation) (continued) | | Identify if a song is major or minor. | <ul style="list-style-type: none"> ● I can recognise a major sound. ● I can recognise a minor sound. | |
| | | Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. | <ul style="list-style-type: none"> ● I can move in time with a steady beat in simple time. ● I can find the pulse of the music by moving my body. | |
| | | Create rhythms using word phrases as a starting point. Recognise long sounds and short sounds, and match them to syllables and movement. | <ul style="list-style-type: none"> ● I can clap a rhythm that I have made up by myself. ● I can clap the rhythm of my name, pet or favourite colour. | |

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| Listen and Respond | Listening Responding Musical Styles Historical context Different Musicians Connecting Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure | The children will learn: | Children's Statements I can/I know/I understand and demonstrate: | Pupils should be taught to: |
| | | To share their thoughts and feelings about the music together. | <ul style="list-style-type: none"> I can communicate to others my thoughts and feelings about music that I listen to. | Listen with attention to detail and recall sounds with increasing aural memory. |
| | | Find the beat or groove of the music. | <ul style="list-style-type: none"> I can find the pulse in songs/music with confidence. I can clap the beat of the music accentuating the first beat of the bar. | |
| | | Invent different actions to move in time with the music. | <ul style="list-style-type: none"> I can confidently move in time to the music and create suitable actions. | |
| | | Talk about what the song or piece of music means. | <ul style="list-style-type: none"> I can communicate to others the meaning of the song or music. | |
| | | Talk about the style of the music. | <ul style="list-style-type: none"> I can talk about the musical features relating to the style of the music. | |
| | | Identifying and describing their feelings when hearing the music including why they like or don't like the music. | <ul style="list-style-type: none"> I can communicate effectively the emotions I feel when listening to music. I can express an opinion as to why I like or dislike a piece of music. | |
| | | Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements with more confidence when talking about the music. | <ul style="list-style-type: none"> I can discuss a piece of music using appropriate musical language. | |
| | | Recognise that some instruments are band instruments and some are orchestral instruments. Identify the specific instruments if they can. | <ul style="list-style-type: none"> I can confidently recognise a range of musical instruments within their family groups. | |
| | | Talk about where the music fits into the world. | <ul style="list-style-type: none"> I can listen to music from around the world and talk more confidently about their features. | |
| Think about and discuss why the song or piece of music was written and what it might mean. | <ul style="list-style-type: none"> I can think about and discuss what the music might be about, why it was written and the meaning of the song. | | | |
| Discuss the style of the music and any other music they have heard that is similar. | <ul style="list-style-type: none"> I can compare and contrast songs with similar styles. | | | |

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| Learn to Sing the Song | Singing Listening Pulse Rhythm Pitch Tempo Dynamics Structure | The children will learn: | Children's Statements I know/I understand and can demonstrate: | The National Curriculum for Music says that Pupils should be taught to: |
| | | Sing as part of a choir and in unison. | <ul style="list-style-type: none"> I can sing songs in unison and in multiple parts with increasing confidence. | Listen with attention to detail and recall sounds with increasing aural memory. |
| | | Demonstrate good singing posture. | <ul style="list-style-type: none"> I can demonstrate good singing posture when rehearsing/performing. | Use and understand staff and other musical notations Listen with attention to detail and recall sounds with increasing aural memory. |
| | | Sing the unit songs from memory. | <ul style="list-style-type: none"> I can sing songs confidently from memory. | Use and understand stave and other musical notations. |
| | | Listen for being 'in time' or 'out of time', with an awareness of following the beat. | <ul style="list-style-type: none"> I can listen and respond confidently to ensure an awareness of time when following the beat. | |
| | | Sing with attention to clear diction. | <ul style="list-style-type: none"> I can sing paying attention to clear diction and articulation. | |
| | | Sing more expressively, with attention to breathing and phrasing. | <ul style="list-style-type: none"> I can sing with expression. I can sing with attention to good posture, breathing and phrasing. | |
| | | Have a go at singing a solo. | <ul style="list-style-type: none"> I can sing a solo when required. | |
| | | Discuss together what the song or piece of music might be about. | <ul style="list-style-type: none"> I can discuss as part of a group what the song might be about. | |
| | | Follow the leader or conductor confidently. | <ul style="list-style-type: none"> I can confidently follow the leader or conductor. | |
| | | Sing with attention to the meaning of the words. | <ul style="list-style-type: none"> I can sing expressively with attention to the meaning of the words. | |
| | | Perform actions confidently and in time. | <ul style="list-style-type: none"> I can confidently perform actions in time with the music. | |
| | | Sing a widening range of unison songs, of varying styles and structures. | <ul style="list-style-type: none"> I can sing a collection of songs in unison, of varying styles and structures. | |

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| Play Instruments with the Song | Playing instruments Keep a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure | The children will learn: To play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate. | Children’s Statements I know/I understand and can demonstrate: | The National Curriculum for Music says that Pupils should be taught to: |
| | | Play the right notes with secure rhythms. | <ul style="list-style-type: none"> I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence. I can understand some formal, written notation which includes crotchets and their equivalent rests. I can play securely with good levels of accuracy. | |
| | | Play together with everybody while keeping the beat. | <ul style="list-style-type: none"> I can play as part of an ensemble keeping a steady beat. | |
| | | Listen to and follow musical instructions from a leader. | <ul style="list-style-type: none"> I can follow musical directions as part of an ensemble or as a soloist. | |
| | | Treat instruments carefully and with respect. | <ul style="list-style-type: none"> I can use instruments respectfully and treat them with care. | |
| | | Play their instruments with good posture and technique. | <ul style="list-style-type: none"> I can demonstrate good posture when playing my instrument. I can demonstrate good technique for the instrument I am playing. | |
| Improvise with the Song | Improvising Listening Pulse Rhythm Pitch Tempo Dynamics | When improvising, Follow a steady beat and stay ‘in time’. | <ul style="list-style-type: none"> I understand that improvisation is when you make up your own melody. | Improvise and compose music for a range of purposes using the inter-related dimensions of music. |
| | | Become more skilled in improvising; perhaps trying more notes and rhythms, including rests or silent beats. | <ul style="list-style-type: none"> I can improvise successfully, listening and responding to stimuli from the unit backing track. I sometimes use silent beats (rests) within my improvisation. | |
| | | Think about creating music with ‘phrases’ made up of notes, rather than just lots of notes played one after the other. | <ul style="list-style-type: none"> I can create simple rhythms to build phrases using limited notes. | |

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| Compose with the Song | Composing Notation Pulse Rhythm Pitch Tempo Dynamics Notation | The children will learn: Successfully create a melody in-keeping with the style of the backing track. This could be to: <ul style="list-style-type: none"> ● Compose over a simple chord progression. ● Compose over a simple groove. ● Compose over a drone. | Children's Statements I know/I understand and can demonstrate: <ul style="list-style-type: none"> ● I can understand that composition is when a composer writes down and records musical ideas. ● I can compose a simple melody in response to musical stimuli. | The National Curriculum for Music says that Pupils should be taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. |
| | | Include a home note, to give a sense of an ending; coming home. | <ul style="list-style-type: none"> ● I can write a melody that starts and ends on the home note. | |
| | | Perform their simple composition/s using their own choice of notes. | <ul style="list-style-type: none"> ● I can perform my own composition using the notes I have chosen. | |
| | | Give the melody a shape. | <ul style="list-style-type: none"> ● I can shape the melody by using conjunct and disjunct movement (moving in steps and leaps) in a structured fashion. | |
| | | Describe how their melodies were created. | <ul style="list-style-type: none"> ● I can describe how my melody was created. | |
| | | Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. | <ul style="list-style-type: none"> ● I can use a simple structure when composing. ● I know my composition has a start, a middle and an end. ● I know my composition has two contrasting sections. | |
| | | Use simple dynamics. Create a tempo instruction. | <ul style="list-style-type: none"> ● I can use simple dynamics and tempo to express loud and quiet/fast and slow. | |
| | | Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. | <ul style="list-style-type: none"> ● I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments. | |
| | | Use simple rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests to create rhythm patterns. | <ul style="list-style-type: none"> ● I can create simple rhythmic patterns using both notes and rests. | |

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| | | The children will learn: | Children's Statements I know/I understand and can demonstrate: | The National Curriculum for Music says that Pupils should be taught to: |
| Music Notepad | Composing Notation Pulse Rhythm Pitch Tempo Dynamics Notation | Composing a 'stand-alone' piece of music which includes: <ul style="list-style-type: none"> • A time signature. • A treble clef. • Four or six bars. • The right notes for the scale and key signature. • Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests. • Expression/dynamics. • A melody that starts and ends on note one. | <ul style="list-style-type: none"> • I can use music explorer to compose a structured piece of music of varying length thinking about the essential ingredients that are needed in order for my composition to make musical sense. | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> |
| Perform the Song | Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure | <p>Plan, rehearse and perform a song to an audience that has been learned in the lesson, from memory or with notation, with confidence.</p> <p>Explain why the song was chosen.</p> <p>Show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.</p> <p>Follow the leader or conductor.</p> <p>Talk about the strengths of the performance, how they felt and what they would like to change.</p> <p>Introduce the performance with an understanding of what the song is about and commenting on any other relevant connections.</p> <p>Including any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment etc.</p> | <ul style="list-style-type: none"> • I can play and perform in solo or ensemble contexts with confidence. • I can explain why a song was chosen and in what context. • I have an understanding of the musical themes and how they have shaped my performance. • I can follow the leader or conductor. • I can talk about/evaluate my performance considering what was good and what could be improved. • I can introduce the song and explain why it was chosen, focusing on relevant personal connections. • I may include musical ideas/passages within a rehearsal to enhance future performances. • I can express how my performance affected me emotionally. | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> |

*Also known as inter-related dimensions of music