Name: ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Music – Year 3**

**Singing**

**Musicianship**

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|  | **Key Objectives:** |  |
| A yellow sign with black notes  Description automatically generated  A yellow square with a question mark and red dots  Description automatically generated  A yellow sign with red lines  Description automatically generated  A yellow and white square with a black and grey object  Description automatically generated with medium confidence | Can I understand that long/short and high/low sounds can be represented by musical symbols. |  |
| Can I know these symbols can be written on a stave, helping us to remember what we are going to sing and play. |  |
| Can I sing and play my instrument in a few different time signatures. |  |
| Can I copy back simple melodic patterns, following basic notation. |  |
| Can I recognise various notes and their rests on stave. |  |
| Can I move in time to a steady beat. |  |
| Can I recognise the difference between major and minor sounds. |  |

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|  | **Key Objectives:** | **End of unit** |
| A yellow square with a question mark and red dots  Description automatically generatedA yellow and white square with a black and grey object  Description automatically generated with medium confidenceA yellow sign with red lines  Description automatically generatedA yellow sign with black notes  Description automatically generated | Can I sing a song confidently from memory, as part of a group or as a solo. |  |
| Can I sing, demonstrating clear diction, articulation and expression. |  |
| Can I sing in unison. |  |
| Can I demonstrate and keep good posture. |  |
| Can I confidently follow the leader or conductor of a group. |  |
| can I sing in unison with actions with a range of songs of varying styles and structures.  **Listening** |  |

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|  | **Key Objectives:** | **End of unit** |
| A yellow and white square with a black and grey object  Description automatically generated with medium confidenceA yellow sign with a drawing of a ear and a black arrow  Description automatically generatedA yellow sign with a drum and a trumpet  Description automatically generatedA yellow sign with black notes  Description automatically generatedA yellow sign with red lines  Description automatically generatedA yellow square with a question mark and red dots  Description automatically generated | Can I talk about the emotions I feel when I listen to a piece of music. |  |
| Can I happily give my opinion about the music I listen to. |  |
| Can I find the pulse of the music, sometimes finding the first beat of the bar. |  |
| Can I talk about the musical features relating to the style of the music. |  |
| Can I discuss a piece of music, using appropriate musical language. |  |
| Can I confidently recognise a range of musical instruments. |  |
| Can I listen to music from around the world and talk confidently about their features |  |
| Can I compare songs of similar styles. |  |

**Improvisation**

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|  | **Key Objectives:** | **End of unit** |
| A yellow sign with black notes  Description automatically generated  A yellow sign with red lines  Description automatically generated  A yellow square with a question mark and red dots  Description automatically generated  A yellow and white square with a black and grey object  Description automatically generated with medium confidence | Can I understand that improvisation is when you make up your own melody. |  |
| Can I improvise successfully by listening and responding to the music from the unit. |  |
| Can I sometimes use silent beats within my improvisation. |  |
| Can I create simple rhythms to build phrases using limited notes. |  |

**Playing instruments**

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|  | **Key Objectives:** | **End of unit** |
| A yellow sign with black notes  Description automatically generated  A yellow sign with red lines  Description automatically generated  A yellow square with a question mark and red dots  Description automatically generated  A yellow and white square with a black and grey object  Description automatically generated with medium confidence | Can I confidently use a tuned instrument to play and perform in solo or ensemble contexts. |  |
| Can I understand some formal, written notation which includes crotchets and their rests. |  |
| Can I rehearse and play securely with a good level of accuracy |  |
| Can I follow musical directions. |  |
| Can I use instruments respectfully. |  |
| Can I demonstrate good posture when playing and instrument. |  |

**Composition**

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|  | **Key Objectives:** | **End of unit** |
| A yellow sign with black notes  Description automatically generatedA yellow sign with red lines  Description automatically generated  A yellow square with a question mark and red dots  Description automatically generated  A yellow and white square with a black and grey object  Description automatically generated with medium confidence | Can I compose a simple melody that starts and ends on the home note. |  |
| Can I perform my own composition using the notes I have chosen. |  |
| Can I shape the melody, using steps and leaps. |  |
| Can I describe how my melody was created. |  |
| Can I use a simple structure when composing. |
| Can I use simple dynamics and tempo to express loud/quiet and fast/slow. |

**Rehearse and Perform**

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|  | **Key Objectives:** | **End of unit** |
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| Can I explain why a song was chosen. |  |
| Can I have understanding of the musical themes I have been singing about. |  |
| Can I follow the leader or conductor. |  |
| Can I talk about my performances, explaining what wet well and what could be improved. |  |
| Can I introduce the song and explain why it was chosen. |  |
| Can I express how my performance affected me emotionally. |  |