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

**Music – Year 3**

**Singing**

**Musicianship**

|  |  |  |
| --- | --- | --- |
|  | **Key Objectives:** |  |
| A yellow sign with black notes  Description automatically generatedA yellow square with a question mark and red dots  Description automatically generatedA yellow sign with red lines  Description automatically generatedA 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.  |  |

|  |  |  |
| --- | --- | --- |
|  | **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** |  |

|  |  |  |
| --- | --- | --- |
|  | **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**

|  |  |  |
| --- | --- | --- |
|  | **Key Objectives:** | **End of unit** |
| A 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 generatedA 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**

|  |  |  |
| --- | --- | --- |
|  | **Key Objectives:** | **End of unit** |
| A 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 generatedA 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**

|  |  |  |
| --- | --- | --- |
|  | **Key Objectives:** | **End of unit** |
| A 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 generatedA 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**

|  |  |  |
| --- | --- | --- |
|  | **Key Objectives:** | **End of unit** |
| A 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 generatedA 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 generated | Can I play and perform as a soloist or as part of an ensemble.  |  |
| 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.  |  |