



Music Progression of Skills

Year 3



Year 3 National Curriculum Objectives for Music: Children will be taught to:

Year 3 Areas of Study

- Body Percussion – BBC Ten Pieces, Connect It! (Body Business)
- Composing Ceremonial Piece for an Egyptian God (Ancient Egypt)
- Study of The Beatles (Marvellous Merseyside)

Listening and Responding

- Listen with sustained concentration to both live and recorded music.
- Begin to recognise the family groups within the orchestra and the role of the conductor.
- Begin to identify some of the structural and expressive aspects of the music heard e.g. starts slowly and gets faster *changes in tempo.

Improvising and Composing

- Combine different sounds to create a specific mood or feeling.
- Begin to create a 'soundscape' using their own musical symbols for others to follow. (tuned and untuned percussion)
- Create repeated patterns with different instruments.
- Begin to take part in improvisation sessions with confidence.

Performing - Singing

- Begin to sing with control, accuracy, fluency and expression.
- To sing songs, maintaining their own part e.g. 2 part songs or simple harmonies
- Understand the importance of 'warming up' their voices and lead simple warm ups.
- Perform as part of an ensemble, following instructions from a leader.

Performing - Playing

- Begin to perform simple rhythmic and melodic patterns on a variety of percussion instruments.
- Begin to read the names of musical notes e.g. 'b' and play them accurately (up to 5 notes) on tuned percussion instruments.
- Perform as part of an ensemble.

Appraising

- Talk about music heard using appropriate musical vocabulary and suggest simple improvements – What went well? What worked? Why?
- Show others how to improve their compositions/performance.

Musical Dimensions (beat, pulse, pitch, duration, dynamics, tempo, texture, structure, repetition and timbre)

- Recognise the beat within a piece of music and know that this is the 'pulse', keeping the timing of the piece steady.
- Recognise high, low and middle sounds and know that this is called 'pitch'. Begin to explore the shape of a melody in terms of steps, leaps and repeated notes.
- Recognise long and short sounds and know that this is called 'duration'. Begin to explore pulse and rhythm and recognise the difference between them.
- Recognise loud, quiet and silent sounds and know that this is called 'dynamics'. Begin to recognise and describe changes in dynamics.
- Recognise how the beat changes using fast and slow and know that this is called 'tempo'. Begin to recognise and describe changes in tempo.
- Recognise and respond to changes in the layering of sound and know that this called 'texture'. Begin to create different layers of sound by using different instruments – including the voice.
- Recognise that music has different structures e.g. beginning, middle, end and repetition. Begin to create simple structures within their own musical compositions.

- Recognise repeated musical patterns/phrases within pieces of music and know that this is called 'repetition'.
- Identify different percussion sounds and how they are made and know that this is called 'timbre'.

Notes

Children working below objectives listed above

Children who are working above objectives listed above