

Year 3 Key Learning

The National Curriculum for Music 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
Musicianship (including general musicianship and notation) 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	Children will learn: 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.	Children's Statements I can/I know/I understand and demonstrate: <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. 	The National Curriculum for Music says that pupils should be taught to: Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
		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 from 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. 	
		To 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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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship (including general musicianship and notation) Understanding Music Improvise Together (continued)		To 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. 	
		To 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. 	
		To create rhythms using word phrases as a starting point. To recognise long and short sounds and match them to syllables and movements.	<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	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that 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 the music that I listen to. 	Listen with attention to detail and recall sounds with increasing aural memory.
		To find the beat or groove of the music.	<ul style="list-style-type: none"> I can find the pulse of songs/music, with confidence. I can clap the beat of the music, accentuating the first beat of the bar. 	
		To invent different actions and 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. 	
		To 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. 	
		To 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. 	
		To identify and describe 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. 	
		To 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. 	
		To recognise that some instruments are band instruments and some are orchestral instruments, identifying specific instruments if they can.	<ul style="list-style-type: none"> I can confidently recognise a range of musical instruments within their family groups. 	
		To 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. 	
To 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. 			
To 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 of similar styles. 			

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Learn to Sing the Song	Singing Listening	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
	Pulse Rhythm Pitch Tempo Dynamics Structure	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.
		To 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.
		To sing the unit songs from memory.	<ul style="list-style-type: none"> I can sing songs confidently from memory. 	
		To 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 awareness of time when following the beat. 	
		To sing with attention to clear diction.	<ul style="list-style-type: none"> I can sing, paying attention to clear diction and articulation. 	
		To 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. 	
		To have a go at singing a solo.	<ul style="list-style-type: none"> I can sing a solo when required. 	
		To 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. 	
		To follow the leader or conductor confidently.	<ul style="list-style-type: none"> I can confidently follow the leader or conductor. 	
	To 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. 		
	To perform actions confidently and in time.	<ul style="list-style-type: none"> I can confidently perform actions in time with the music. 		
	To 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 Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To play a part on a tuned instrument, by ear or from notation. To play the instrumental part they are comfortable with and swap when appropriate.	<ul style="list-style-type: none"> I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence. 	Use and understand staff and other musical notations.
		To play the right notes with secure rhythms.	<ul style="list-style-type: none"> I can understand some formal, written notation which includes crotchets and their equivalent rests. I can play securely with good levels of accuracy. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To 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. 	
		To 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. 	
		To treat instruments carefully and with respect.	<ul style="list-style-type: none"> I can use instruments respectfully and treat them with care. 	
		To 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 a good technique for the instrument I am playing. 	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Improvise with the Song	Improvising Listening	To follow a steady beat and stay 'in time' when improvising.	<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 interrelated dimensions of music.
	Pulse Rhythm Pitch Tempo Dynamics	To 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. 	
		To 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	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To 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. 	<ul style="list-style-type: none"> ● I understand that composition is when a composer writes down and records musical ideas. ● I can compose a simple melody in response to musical stimuli. 	Improvise and compose music for a range of purposes using the interrelated dimensions of music.
		To include a home note to provide 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. 	Use and understand staff and other musical notations.
		To 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. 	
		To give the melody a shape.	<ul style="list-style-type: none"> ● I can shape the melody by using conjunct and disjunct movements (moving in steps and leaps) in a structured fashion. 	
		To describe how their melodies were created.	<ul style="list-style-type: none"> ● I can describe how my melody was created. 	
		To 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. 	
		To use simple dynamics. To 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. 	
		To 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. 	
To 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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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Music Notepad	Composing Notation Pulse Rhythm Pitch Tempo Dynamics Notation	To compose 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 Notepad to compose a structured piece of music using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense. 	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.

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Perform the Song	Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To plan, rehearse and perform a song to an audience that has been learned in the lesson, from memory or with notation, with confidence.	<ul style="list-style-type: none"> I can play and perform in solo or ensemble contexts, with confidence. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To explain why the song was chosen.	<ul style="list-style-type: none"> I can explain why a song was chosen and in what context. 	
		To show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.	<ul style="list-style-type: none"> I have an understanding of the musical themes and how they have shaped my performance. 	
		To follow the leader or conductor.	<ul style="list-style-type: none"> I can follow the leader or conductor. 	
		To talk about the strengths of the performance, how they felt and what they would like to change.	<ul style="list-style-type: none"> I can talk about/evaluate my performance, considering what was good and what could be improved. 	
		To introduce the performance with an understanding of what the song is about and to comment on any other relevant connections.	<ul style="list-style-type: none"> I can introduce the song and explain why it was chosen, focusing on relevant personal connections. 	
		To include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.	<ul style="list-style-type: none"> I can include musical ideas/passages within a rehearsal to enhance future performances. 	
To reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.	<ul style="list-style-type: none"> I can express how my performance affected me emotionally. 			

*Also known as interrelated dimensions of music.