

■ Performing

■ Composing

■ Appraising

■ Listening

sing songs from memory with increasing expression, accuracy and fluency?

create repeated patterns using instruments?

maintain a simple part within an ensemble?

create accompaniments for melodies?

modulate and control their voice when singing and pronounce the words clearly?

combine different sounds to create a specific mood or feeling?

play notes on tuned and untuned instruments with increasing accuracy?

understand how the use of tempo can provide contrast within a piece of music?

improvise (including call and response) within a group using the voice?

The Year 3 Musician

'How well can I...'

begin to read and write musical notation?

collaborate to create a piece of music?

use silent beats for effect (rests)?

combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition

effectively choose, order, combine and control sounds to create different textures?



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use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?

Describe music using appropriate vocabulary

evaluate and improve their work, explaining how it has improved using a success criterion?

Begin to compare different kinds of music

recognise the work of at least one famous composer?

Recognise differences between music of different times and cultures

know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?

know that high on the staff means a higher pitch?

The Year 3 Musician

'How well can I...'

recognise a range of instruments by ear?

identify the features within a piece of music?

internalise the pulse in a piece of music?

recognise the symbol for crotchet and crotchet rests?

