



KS2 National Curriculum

- Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music
- Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory
- Mu2/1.4 use and understand staff and other musical notations
- Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Mu2/1.6 develop an understanding of the history of music.

Year 3 Progression of Knowledge and Skills

Improvise and Compose	<ul style="list-style-type: none"> ● I can compose a pentatonic ostinato. ● I can compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. ● I can compose a 4-beat rhythm pattern to play during instrumental sections of a song. ● I can work in small groups, sing a call-and-response song with an invented drone accompaniment. ● I can explore ways to create word-based pieces of music. ● I can explore ways to communicate atmosphere and effect. ● I can invent simple patterns using rhythms and notes C-D-E. ● I can compose music, structuring short ideas into a bigger piece. ● I can notate, read, and follow a 'score'.
Sing and Play	<ul style="list-style-type: none"> ● I can sing a call-and-response song in groups, holding long notes confidently ● I can play melodic and rhythmic accompaniments to a song. ● I can sing by improvising simple melodies and rhythms. ● I can sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. ● I can play a one-note part, contributing to the chords accompanying the verses. ● I can learn a part on tuned percussion and play as part of a whole-class performance. ● I can sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. ● I can play repeating rhythmic patterns. ● I can count musically (4 beats in a bar 1-2-3-4). ● I can perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. ● I can perform vocal percussion as part of a group. ● I can play the chords of Fly with the stars on tuned percussion as part of a whole-class performance ● I can sing solo or in a pair in call-and-response style.
Listen and Appraise	<ul style="list-style-type: none"> ● I can listen and identify where notes in the melody of the song go down and up. ● I can begin to develop an understanding and appreciation of music from different musical traditions. ● I can identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.

- I can understand that a folk song is music that belongs to the people of a particular place.
- I can identify how the pitch and melody of a song has been developed using symmetry.
- I can listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.
- I can develop active listening skills by responding to musical themes through movement.
- I can understand the structure of rondo form (A-B-A-C-A).
- I can develop a sense of beat and rhythmic pattern through movement.
- I can experience call-and-response patterns through moving with a partner.
- I can listen and compare how different composers have approached creating word-based compositions.
- I can recognise and copy rhythms and pitches C-D-E.
- I can move in time with the beat of the music.
- I can talk about what I have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).
- I can respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.

Assessment End Points Year 3

Knowledge	Skills
<ul style="list-style-type: none"> ● I know how to compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. ● I know that songs from around the world use different instruments, beats and speeds. 	<ul style="list-style-type: none"> ● I can notate, read, and follow a 'score'. ● I can sing call-and-response songs or rhythms vocally (solo, pairs or groups), by ear, using word rhythms, then transfer rhythms to body percussion/instruments. ● I can develop active listening skills by responding to musical themes through movement (in time with the beat). ● I can learn a part on tuned percussion and play as part of a whole-class performance.