



## Year 3 Music Progression of Knowledge & Skills



### 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

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

	<ul style="list-style-type: none"> <li>• I can understand that a folk song is music that belongs to the people of a particular place.</li> <li>• I can identify how the pitch and melody of a song has been developed using symmetry.</li> <li>• I can listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li> <li>• I can develop active listening skills by responding to musical themes through movement.</li> <li>• I can understand the structure of rondo form (A-B-A-C-A).</li> <li>• I can develop a sense of beat and rhythmic pattern through movement.</li> <li>• I can experience call-and-response patterns through moving with a partner.</li> <li>• I can listen and compare how different composers have approached creating word-based compositions.</li> <li>• I can recognise and copy rhythms and pitches C-D-E.</li> <li>• I can move in time with the beat of the music.</li> <li>• 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).</li> <li>• I can respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</li> </ul>
--	---

### Assessment End Points Year 3

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