

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
Vocabulary	<ul style="list-style-type: none"> bars beat higher lower verse vocal voice chorus . 	<ul style="list-style-type: none"> louder notes part pulse quieter sounds . 	<ul style="list-style-type: none"> melody conductor crotchet minim note value quaver . 		<ul style="list-style-type: none"> instruments play rhythm stave time signature repeated notes percussion . . . 	<ul style="list-style-type: none"> performance dynamics orchestra . .
Key skills: Performing.	<ul style="list-style-type: none"> Do they sing songs from memory with increasing expression, accuracy and fluency? 	<ul style="list-style-type: none"> Do they maintain a simple part within an ensemble? Do they modulate and control their voice when singing and pronounce the words clearly? 	<ul style="list-style-type: none"> Can they improvise (including call and response) within a group, using the voice? . 		<ul style="list-style-type: none"> Can they play notes on tuned and untuned instruments with increasing clarity and accuracy? . 	<ul style="list-style-type: none"> Can they collaborate to create a piece of music?
Key skills: Composing.	<ul style="list-style-type: none"> Can they create accompaniments for melodies? 	<ul style="list-style-type: none"> Do they understand how the use of tempo can provide contrast within a piece of music? 	<ul style="list-style-type: none"> Can they combine different sounds to create a specific mood or feeling? Can they begin to read and write musical notation? Can they effectively choose, order, combine and control sounds to create different textures? . 		<ul style="list-style-type: none"> Can they create repeated patterns using instruments? . 	<ul style="list-style-type: none"> Can they use silent beats for effect (rests)? Can they combine different musical elements (e.g. fast/slow, high/low? loud/soft) in their composition
Key skills: Appraising.	<ul style="list-style-type: none"> Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? Can they identify the features within a piece of music? . 	<ul style="list-style-type: none"> Can they internalise the pulse in a piece of music? Can they evaluate and improve their work, explaining how it has improved using a success criterion? 	<ul style="list-style-type: none"> Are they able to recognize a range of instruments by ear? 		<ul style="list-style-type: none"> Can they recognize the work of at least one famous composer? Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? . 	<ul style="list-style-type: none"> Can they recognise the symbol for crotchet and crotchet rests? Do they know that high on the staff means a higher pitch?
