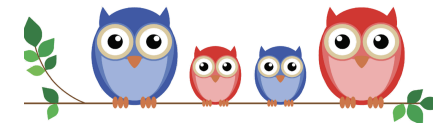


**Knowledge - as a Year 3 Musician I will know...**

<u>Listening &amp; Appraising</u>	<u>Improvising &amp; Composing</u>	<u>Performing</u>
<ul style="list-style-type: none"> <li>• 5 new songs; who sang them or wrote them and their style</li> <li>• the main sections of a song (introduction, verse, chorus etc.)</li> <li>• the names of some instruments heard in a song</li> <li>• the difference between rhythm and pulse</li> </ul>	<ul style="list-style-type: none"> <li>• that using one or two notes confidently is better than using five</li> <li>• when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• a composition: music that is created by you and kept in some way</li> <li>• a composition can be played or performed again</li> <li>• some different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>• the features of a good composition (structure, repetition, silence)</li> </ul>	<ul style="list-style-type: none"> <li>- performing is sharing music with other people, an audience (including people you don't know)</li> <li>- a performance doesn't have to be a drama! It can be to one person or to each other</li> <li>- you need to know and have planned everything that will be performed</li> <li>- you must sing or rap the words clearly and play with confidence</li> <li>- it is planned and different for each occasion</li> <li>- facts about instruments used in class</li>   <li>- singing in a group can be called a choir</li> <li>- leader or conductor: a person who the choir or group follow</li> <li>- songs can make you feel different things e.g. happy, energetic or sad</li> </ul>



## Skills - as a Year 3 Musician I can...

### Listening & Appraising

- confidently identify and move to the pulse.
- think about what the words of a song mean.
- take it in turn to discuss how the song makes them feel.
- listen carefully and respectfully to other people's thoughts about the music.
- improve my own work; explain how it has improved
- use musical words to describe a piece of music and compositions
- use musical words to describe what they like and dislike
- recognise the work of at least one famous composer

### Improvising & Composing

- improvise using instruments in the context of the song I am learning to perform.
- help create at least one simple melody using one, three or five different notes.
- plan and create a section of music that can be performed within the context of the unit song.
- talk about how it was created.
- use different musical elements in my composition
- create repeated patterns with different instruments
- create accompaniments for tunes?
- combine different sounds to create a specific mood or feeling

### Performance

- choose what to perform and create a programme.
- communicate the meaning of the words and clearly articulate them.
- talk about the best place to be when performing and how to stand or sit.
- record the performance and say how I was feeling, what I was pleased with what I would change and why.
- treat instruments carefully and with respect.
- play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.
- rehearse and perform their part within the context of a song.
- listen to and follow musical instructions from a leader.
- play clear notes on my instrument
- sing in unison confidently
- demonstrate a good singing posture.
- follow a leader when singing.
- sing with awareness of being 'in tune'.
- have an awareness of the pulse internally when singing.
- sing in tune, with expression