



## YEAR 3 MINIMUM EXPECTED STANDARDS

By the end of year 3 most pupils should be able to:

PERFORM (Singing /Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing songs in a variety of styles with confidence, singing an increasing number from memory</li> <li>Show increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>Imitate increasingly longer phrases with accuracy</li> <li>With an awareness of the phrases in a song</li> <li>Understand that posture, breathing and diction are important.</li> <li>Demonstrate an awareness of character or style in performance.</li> <li>Chant or sing a round in two parts</li> <li>Sing songs with a recognised structure (verse and chorus/ call and response)</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>Keep a steady beat on an instrument in a group or individually</li> <li>Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</li> <li>Use tuned percussion with increasing confidence</li> <li>Copy a short melodic phrase by ear on a pitched instrument</li> <li>Play using symbols including graphic and / or simple traditional notation</li> <li>Follow simple hand directions from a leader</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</li> <li>Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)</li> <li>Symbols to represent sound (graphic scores / traditional notation)</li> <li>The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods</li> <li>The different sounds (timbres) that one instrument can make</li> <li>How the musical elements can be combined to compose descriptive music</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>Words and actions to go with songs</li> <li>A simple rhythmic accompaniment to go with a song, using ostinato patterns</li> <li>Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</li> <li>Music that tells a story, paints a picture or creates a mood</li> <li>Music that uses repetition / echo</li> </ul> <p><b>KEY WORDS</b></p>	<p><b>Listening, reflecting and appraising:</b></p> <ul style="list-style-type: none"> <li>Listen with concentration to longer pieces / extracts of music</li> <li>Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> <li>a steady beat / no steady beat</li> <li>a specific rhythm pattern or event</li> <li>the speed (TEMPO) of the music</li> <li>the volume (DYNAMICS)</li> <li>the melody</li> </ul> </li> <li>using appropriate musical terms/language</li> <li>Identify common characteristics</li> <li>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</li> <li>Identify repetition in music ie a song with a chorus</li> <li>Recognise aurally wooden, metal, skin percussion instruments and begin to know their names</li> <li>Listen to their own compositions and use musical language to describe what happens in them</li> </ul> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Beat (pulse), rhythm, longer, shorter, sustained</p> <p><b>TEXTURE</b> Layering of sounds</p> <p><b>TEMPO</b> Steady, faster, slower</p> <p><b>DYNAMICS</b> Louder, quieter</p> <p><b>STRUCTURE</b> Beginning, middle, end, repetition</p>

<ul style="list-style-type: none"><li>• Perform with an awareness of others</li><li>• Combine musical sounds with narrative and movement</li></ul> <p>Perform a composed piece to a friendly audience, as a member of a group or class</p>	<i>STEADY BEAT</i> <i>RHYTHM</i> <i>OSTINATO</i>	PITCH	Notes moving by step/leap
	PITCH                  PHRASE                  REPETITION	TIMBRE	Sound quality of individual instruments
	MUSICAL SYMBOLS		