

Year 3 Assessment

Singing

Sing songs regularly with a pitch range of do-so with increasing vocal control.

Sing songs with a small pitch range, pitching accurately.

Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these

(a) the leader's directions

(b) visual symbols (e.g. crescendo, decrescendo, pause)

Listening

Has a developing knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Will have listened and responded to

Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero ²	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

Composing

Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).

Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.

Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

Use music technology to capture, change and combine sounds.

Musicianship

Can use pulse/beat at Y2 level (see model music curriculum guidance)

Can use rhythm at Y2 level (see model music curriculum guidance)

Can use pitch at Y2 level (see model music curriculum guidance)