

Year 3 Assessment

Singing

Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.

Perform actions confidently and in time to a range of action songs

Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Perform as a choir in school assemblies.

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
Hallelujah from <i>Messiah</i>	Handel	Baroque
Night on a Bare Mountain ³	Mussorgsky	Romantic
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century
Bolero	Ravel	20th Century
Night Ferry	Anna Clyne	21st Century

Popular Music

Style	Title	Artist(s)
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Rock n Roll	Hound Dog	Elvis Presley
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey
Pop	With A Little Help from My Friends	The Beatles

Musical Traditions

Country	Tradition	Title	Artist/Composer
India	Indian Classical	Sahela Re	Kishori Amonkar
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan

Composing

Improvising:

Become more skilled in improv (using voices/tuned/untuned/percussion and instruments - class/group/individual), inventing short responses using limited note-range.

Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.

Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.

Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).

Compose song accompaniments on untuned percussion using known rhythms and note values.

Performing:

Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.

Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).

Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi

Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Reading Notation:

Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.

Introduce and understand the differences between crotchets and paired quavers.

Apply word chants to rhythms, understanding how to link each syllable to one musical note.