

YEAR 3 MMC Expected Standards - *Statutory and non-statutory guidance*

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

Singing, Playing and Performing	Listening, Appraising and Musicianship	Improvising and Composing
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing songs in a variety of styles and traditions with more confidence, increasing the number sung from memory • Understand that posture, breathing and diction are important. • Chant or sing a round in two parts • Use word-chants to understand how syllables link to notes • Sing songs with a recognised structure e.g. verse, chorus • Show increasing accuracy of pitch and awareness of the shape of a melody. • Sing increasingly longer phrases • Perform forte - loud and piano - soft, with control • Perform actions songs and perform demonstrating an awareness of character or style <p>Using instruments:</p> <ul style="list-style-type: none"> • Keep a steady beat on an instrument in a group or individually. React to changes of pulse • Play tuned percussion or a melodic instrument with increasing confidence • Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and / or steady beat • Copy a short melodic phrase by ear on a pitched instrument • Combine musical sounds with narrative • Combine musical sounds with movement • Play using symbols including graphic and simple staff notation • Follow simple hand directions from a leader • Perform with an awareness of others • Perform pieces, including compositions, to a friendly audience, as a member of a group or class 	<p>Listening and appraising:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces / extracts of music from different styles, eras and traditions • Listen to live / recorded music extracts. Identify and discuss: a steady beat / a changing beat a specific rhythm pattern or event the tempo, dynamics and the melody of the music • Walk, move or clap to a steady and a changing beat • Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) • Identify repetition in music i.e. a song with a chorus • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names • Recognise and order short, pitched phrases shown in dots • Listen to their own compositions and use musical language to describe what happens in them <p>Musical terms and understanding</p> <p>Duration - Beat, rhythm, longer, shorter, sustained</p> <p>Dynamics - forte-loud and piano-soft, louder, softer</p> <p>Structure - repetition, verse, chorus, echo, question and answer phrases</p> <p>Pitch - moving in steps and leaps</p> <p>Texture - Layers of sound</p> <p>Tempo - Steady, faster, slower, allegro -fast, adagio - slow</p> <p>Timbre - The type and quality of the sound</p> <p>Ostinato, phrase, melody</p> <p>Notation - <i>Introduce the stave and clef. Use dots to represent higher and lower pitch. Know crotchets, quavers and crotchet rests:</i></p> <p>♪ ♪ ♫ }</p>	<p>Improvise:</p> <ul style="list-style-type: none"> • Using longer, shorter / faster, slower / higher, lower / louder, softer sounds on tuned and untuned percussion and voices. • With pitched notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) • Exploring the timbre (different sounds) that one instrument can make. • Using tuned and untuned instruments to explore how they can represent and enhance pictures/ stories/ moods • Invent short responses using a limited note-range <p>Compose:</p> <ul style="list-style-type: none"> • Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Music that has a recognisable structure; repetition / echo / beginning, middle and end / question and answer phrases / verse and chorus • Music that tells a story, paints a picture or creates a mood • Using symbols to represent sound graphic scores / known rhythms and durations of traditional notation • Combining rhythmic notation labelled with small range of note names such as CEG