

Assessment sheet for: Music

Class: Year 3

Unit		
<b>Autumn Term</b> <b>Unit titles:</b> I've Been to Harlem	<u><b>National Curriculum coverage</b></u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u><b>Key musical skills</b></u> <ul style="list-style-type: none"> <li>• Compose a pentatonic ostinato.</li> <li>• Sing a call-and-response song in groups, holding long notes confidently.</li> <li>• Play melodic and rhythmic accompaniments to a song.</li> <li>• Listen and identify where notes in the melody of the song go down and up.</li> </ul>
Nao chariya de/Mingulay boat song / Sound symmetry	<u><b>National Curriculum coverage</b></u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u><b>Key musical skills</b></u> <ul style="list-style-type: none"> <li>• Begin to develop an understanding and appreciation of music from different musical traditions.</li> <li>• Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.</li> <li>• Understand that a folk song is music that belongs to the people of a particular place</li> <li>• Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</li> <li>• Sing by improvising simple melodies and rhythms.</li> <li>• Identify how the pitch and melody of a song has been developed using symmetry</li> </ul>
<b>Spring Term</b> <b>Unit titles:</b> Latin Dance	<u><b>National Curriculum coverage</b></u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u><b>Key musical skills</b></u> <ul style="list-style-type: none"> <li>• Compose a 4-beat rhythm pattern to play during instrumental sections.</li> <li>• Working in small groups, sing a call-and-response song with an invented drone accompaniment.</li> <li>• Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</li> <li>• Play a one-note part contributing to the chords accompanying the verses.</li> <li>• Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li> </ul>
'March' / From a railway carriage	<u><b>National Curriculum coverage</b></u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u><b>Key musical skills</b></u> <ul style="list-style-type: none"> <li>• Develop active listening skills by responding to musical themes through movement.</li> <li>• Understand the structure of rondo form (A-B-A-C-A).</li> <li>• Develop a sense of beat and rhythmic pattern through movement.</li> <li>• Experience call-and-response patterns through moving with a partner</li> <li>• Explore ways to create word-based pieces of music.</li> <li>• Explore ways to communicate atmosphere and effect.</li> <li>• Listen and compare how different composers have approached creating word-based compositions.</li> </ul>
<b>Summer Term</b> <b>Unit title:</b>	<u><b>National Curriculum coverage</b></u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically	<u><b>Key musical skills</b></u> <ul style="list-style-type: none"> <li>• Invent simple patterns using rhythms and notes C-D-E.</li> <li>• Compose music, structuring short ideas into a bigger piece.</li> <li>• Notate, read, follow and create a 'score'.</li> </ul>

<p>Just three notes / Samba with Sergio</p>	<ul style="list-style-type: none"> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and copy rhythms and pitches C-D-E.</li> <li>• Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</li> <li>• Perform vocal percussion as part of a group.</li> <li>• Move in time with the beat of the music.</li> <li>• Talk about what they have learnt about Brazil and Carnival</li> </ul>
<p>Fly with the Stars</p>	<p><b><u>National Curriculum coverage</u></b></p> <ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b><u>Key musical skills</u></b></p> <ul style="list-style-type: none"> <li>• Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</li> <li>• Sing solo or in a pair in call-and-response style.</li> <li>• Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</li> </ul>

