

MUSIC

Year 3 - Typical Expectations for each level

<p>I can sing in time and in tune, adding actions and signs.</p> <p>I can clap and play rhythms accurately, keeping a steady beat.</p> <p>I understand the difference between rhythm and beat.</p> <p>I can read 4 beat rhythms, understanding ta, te te and rest.</p> <p>I can identify and perform different metres (beats in a bar) in music.</p> <p>I recognise, name and describe instruments and types of instruments.</p> <p>I can make a range of sounds using instruments and classroom objects and can structure these sounds within a composition.</p> <p>I can interpret and create graphic scores.</p> <p>I can identify and use the pentatonic scale to play and improvise melodies.</p> <p>I can play melodies by ear.</p> <p>I can use musical vocabulary to describe music I hear and choose, identifying pitch, articulation, dynamics and tempo.</p> <p>I recognise features of music that show certain moods, characters or events and can compose descriptive music, alone and as part of a group.</p> <p>I can create sounds and layers of sounds representing moods, characters and events, using my voice and instruments.</p> <p>I can sing, dance and clap in time with the beat.</p> <p>I can use sports equipment (balls/ropes/quoits) for singing games and remain in time with the beat.</p> <p>I understand the roles and outcomes of different singing games and can adapt them for fun or for further challenge.</p>	1a
<p>I can sing in time and in tune, adding actions.</p> <p>I can clap and play rhythms, keeping a steady beat.</p> <p>I understand the difference between rhythm and beat.</p> <p>I can read 4 beat rhythms, understanding ta, te te and rest.</p> <p>I can identify different metres (beats in a bar) in music.</p> <p>I recognise, name and describe different instruments and types of instruments.</p> <p>I can make a range of sounds using instruments and classroom objects and can structure these sounds within a composition.</p> <p>I can interpret and create graphic scores.</p> <p>I can identify and use the pentatonic scale to play and improvise melodies.</p> <p>I am learning to work out melodies by ear.</p> <p>I can use musical vocabulary to describe music I hear and choose, identifying pitch, articulation, dynamics and tempo.</p> <p>I recognise features of music that show certain moods, characters or events and can compose descriptive music, alone and as part of a group.</p> <p>I can create music representing moods, characters and events, using my voice and instruments.</p> <p>I can sing, dance and clap in time with the beat.</p> <p>I can use sports equipment (balls/ropes/quoits) for singing games and remain in time with the beat.</p> <p>I understand the roles and outcomes of different singing games and can adapt them for fun or for further challenge.</p>	1b
<p>I join in with songs and rhymes, following the shape of the melody.</p> <p>I can clap and play heard rhythms.</p> <p>I recognise the difference between rhythm and beat.</p> <p>I can read simple 4 beat rhythms, understanding ta, te te and rest.</p> <p>I recognise, name and describe some classroom and orchestral instruments.</p> <p>I can make a range of sounds using instruments and classroom objects and with help can structure these sounds within a composition.</p> <p>I can interpret and create simple graphic scores.</p> <p>I can identify and use the pentatonic scale to play melodies.</p>	1c

<p>I can use musical vocabulary, identifying pitch, articulation, dynamics and tempo.</p> <p>I recognise features of music that show certain moods, characters or events.</p> <p>I can create music representing moods, characters and events, using my voice and instruments.</p> <p>I can sing, dance and clap in time with the beat.</p> <p>I can use sports equipment (balls/ropes/quoits) for singing games and try to remain in time with the beat.</p> <p>I can adapt singing games for fun or for further challenge.</p>	
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