

Music

YEAR 3	
COMPONENT SKILL	
To be able to play or sing in an ensemble or as solo.	
To be able to perform a practised piece to an audience	Practise and perform both songs and simple piece on the djembe drum as a group with some solo sections for more able pupils.
To play the correct notes on a pitched instrument.	Create high and low sounds on the djembe drum.
To play a percussion instrument in time using the correct technique.	Play a variety of rhythms and have a good understanding of the djembe drum.
To sing in tune.	Children should sing in tune a majority of the time and follow the instructions of an adult if a tuning correction is needed.
To perform from memory and from a written representation.	Sing from memory and perform simple drum rhythms from memory.
COMPONENT SKILL	
To evaluate my own performance and that of others. (This will mostly be taught through the school's Mini Music programme)	
To critically analyse a performance and offer suggestions on what to improve.	Begin to use technical language to describe what they did not like. (See interrelated dimension of music section)
To analyse a performance and find positive features in it.	Describe in specific detail which elements of the piece of music they liked using technical language.
To listen to and understand a range of live and high quality recorded music.	All year groups, listen to a new piece of music weekly following the school's Mini Music Programme. This will include music from a wide variety of styles, cultures and musical periods.
COMPONENT SKILL	
To be able to improvise and compose in a range of styles.	
To be able to improvise small sections of music.	Make an unaccompanied rhythm on the djembe drum and teach this to a friend.
To compose small sections of music	To compose a simple rhythm on the Djembe drum that can be taught to a friend.
COMPONENT SKILL	
To begin to read written music (staff) and other music notations.	

To identify and read basic rhythms.	Teachers should use the correct language for note lengths during djembe drum lessons.
COMPONENT SKILL Know meaning of the Interrelated dimension of music terms and use these to describe a piece of music.	
To know the meaning of key terms in music.	EYFS Children should know that music can be loud or quiet.
	Year 1 Children should know music can be fast or slow.
	Year 2 Children should know that there can be low notes and high notes.
	Year 3 Learn the meaning of pulse, rhythm and dynamics.
To identify features of music and use the correct technical language to describe this.	EYFS Children should listen to music and describe whether it is loud or quiet.
	Year 1 Children should listen to music and know whether it is fast or slow.
	Year 2 Children should listen to a particular note and decide whether it is high or low.
	Year 3 Children should listen to a piece of music and describe the pulse, rhythm and dynamics.
COMPONENT SKILL Develop Aural Skills.	
To listen to pieces of music and be able to clap back the rhythm.	Children should be able to clap back any rhythm accurately.
To sing back sections of a song with growing accuracy.	Children should be able to sing back what has been sung to them with the correct tempo and pitch.
To recreate an element of a song using an instrument.	Children should copy elements of a drum recording they have heard.
COMPONENT SKILL To develop an understanding of Music History.	
To know some of the great composers.	Year 3 Mozart – Horn Concerto – Take a Step Back in Time