





Key Areas of Learning

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Connect It By Anna Meredith</p> <p>Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy</p> <p>Follow simple performance directions (e.g. starting/stopping, changes in tempo & dynamics)</p>	<p>Reggae- Three Little Birds</p> <p>Sing mostly in tune, showing greater awareness of pitch-matching.</p> <p>Aurally identify simple rhythm patterns using</p> <p style="text-align: center;"> walk/ta</p> <p style="text-align: center;"> jogging/te-te</p> <p>one-beat rests Z</p> <p>Play simple repeating rhythms on percussion instruments</p> <p>Use music technology to explore, capture and combine sounds</p> <p>Recognise and understand symbols for</p> <p style="text-align: center;"> Crotchet</p> <p style="text-align: center;"> Quavers</p> <p>Crotchet rest Z</p> <p>Experience simple one-line staff pitch notation</p>	<p>Earth By Hans Zimmer</p> <p>Sing a wider range of songs with expression and a sense of melodic shape.</p> <p>Listen with increasing concentration to a variety of live and recorded music from different cultures, traditions and historical periods music, recognising how changes in tempo, dynamics, pitch, and timbre create different moods and effects.</p> <p>Play simple melodic patterns on tuned instruments</p> <p>Maintain a part within a group, showing some awareness of other performers</p> <p>Improvise short rhythmic and melodic patterns using the voice and instruments</p>	<p>R and B – Let Your Spirit Fly</p> <p>Demonstrate an awareness of correct posture for singing.</p> <p>Demonstrate the difference between pulse and rhythm</p> <p>Sequence and combine sounds to create special effects, moods and atmospheres using the interrelated dimensions of music.</p> <p>Create own graphic notations to represent sounds.</p>	<p>Traditional Songs and Folk Music - The Dragon's Song</p> <p>Begin to recognise different instrument families (percussion, woodwind, brass, string) from sight and/or sound.</p> <p>Show some awareness of the audience when performing</p> <p>Begin to improve own work.</p>	<p>Disco – Bringing us Together</p> <p>Show developing control of dynamics and tempo when singing.</p> <p>Keep a steady pulse accurately on an instrument or with movement</p> <p>Create and develop musical ideas within given structures (e.g., ABA form) or in response to a stimulus.</p>