

Mersey Park Primary School Music Long Term Overview – Year 3



Target Tracker Assessment Focus	Weaving Knowledge, Skills and Understanding
Performing	
<ul style="list-style-type: none"> • Sing songs with multiple parts with increasing confidence • Play and perform in solo or ensemble contexts with confidence • Develop an understanding of formal, written notation which includes crotchets and rests 	<ul style="list-style-type: none"> • Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments? <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Can they work with a partner to create a piece of music using more than one instrument?
Composing (including notation)	
<ul style="list-style-type: none"> • Develop an understanding of formal, written notation which includes crotchets and rests 	<ul style="list-style-type: none"> • Can they use different elements in their composition? • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling? <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Do they understand metre in 2 and 3 beats; then 4 and 5 beats? • Do they understand how the use of tempo can provide contrast within a piece of music?
Appraising	
<ul style="list-style-type: none"> • Listen with direction to a range of high quality music • Confidently recognise a range of musical instruments • Find the pulse within the context of different songs/music with ease • Understand that improvisation is when a composer makes up a tune within boundaries • Understand that composition is when a composer writes down and records a musical idea • Begin to listen to and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer? <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Can they tell whether a change is gradual or sudden? • Can they identify repetition, contrasts and variations?