	Music	Art and Design	Design Technology	Computing
Programme of Study	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Evaluate and analyse creative works using the language of art, craft and design.	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Health and Relationships Education -** Know that for most people the internet is an integral part of life and has many benefits.
	Music	**Art and Design**	**Design Technology**	**Computing**
Year 3 Learning Intention (skills)	Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns. Listen and respond to pieces of music written around the same theme. Recognise and describe sounds and changes in a piece of music using musical vocabulary. Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted. Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.	Create a 3-D form using malleable or rigid materials, or a combination of materials. Make suggestions for ways to adapt and improve a piece of artwork.	Plan which materials will be needed for a task and explain why. Develop design criteria to inform a design.	Use digital technology in different ways in the classroom, home and community.

	Music	Art and Design	Design Technology	Computing
Year 3 Knowledge	The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods. Features of music that can be listened and responded to include the musical instruments used, the rhythms, dynamics, tempo and timbre. These features may be similar in music written around the same time period or theme. Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed). Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. The time signature 4/4 shows that there are four crotchet beats in a bar, 3/4 shows that there are three crotchet beats in a bar and 2/4 shows that there are two crotchet beats in a bar. In a bar, the beats receive the main pulse of the music and they can be played, clapped, counted or conducted. Control in music can include breath control, where singers ensure that they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and dynamics of notes should match the intent of the musical score.	Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost. Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target user.	Digital technology can be used for a range of purposes in different settings, such as using a tablet in the classroom to access educational material, in the home to access entertainment and in the community to share local news.