



Music
Year 3



Unit	A shining performance	Sing and Move	Music and Video	You Gotta Try	Music and Sound	Sound Exploration
National Curriculum	Aims The national curriculum for music aims to ensure that all pupils: - perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.					
Unit Link	A Shining Performance/Year 3/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Sing And Move/Year 3/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Music And Video/Year 3/NEW: Creative Music Scheme/Home – Cornwall Music Hub	You Gotta Try/Year 3/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Music And Sound/Year 3/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Sound Exploration/Year 3/NEW: Creative Music Scheme/Home – Cornwall Music Hub
Style	Jazz	Festive songs	Pop	Pop	Baroque (Western Classical Music)	Mixed style

Musician	Louis Armstrong 	Michael Buble 	Katy Perry 	Spice Girls 	Johann Sebastian Bach 	Rossini 
Unit outcome	1. Read and play G, A and B (doh, re, me) on a musical instrument. 2. Use creative ideas inspired by different stimuli to enhance a musical performance.	1. Sing songs with attention to expression and dynamics, following the conductor's cues 2. Perform actions with accuracy and confidence.	1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	1. Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. 2. Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. 2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song.
Knowledge	Lesson 1 - I know 2,4 rhythm grids can be extended to make longer pieces of music in unison and cannon. (Rhythm Focus)	Lesson 1 - I know 3,4 rhythm grids can be extended to make longer pieces of music in unison and cannon. (Rhythm Focus) Lesson 2 - I know the importance of	Lesson 1 - I know a semi-breve has a 4 beat duration (ta-a-a-a) (Rhythm Focus) Lesson 2 - I know how to plan and sequence a music video. (Charanga)	Lesson 1 - I know a dotted minim is 3 beats long (ta-a-a) (Rhythm Focus) Lesson 2 - I know that music has a steady pulse, rhythms, and pitches that move higher or lower to	Lesson 1 - I know that beat boxing replicates the sound of a drum kit. (Rhythm Focus) Lesson 2 - I know how to compare and contrast instrumentation,	Lesson 1 - I know the pulse is a steady beat and is felt in all music. (Rhythm Focus) Lesson 2 - I know that composers use different musical elements to create

	Lesson 2 - I know the notes G, A, B on the musical stave. (Charanga) Lesson 3 – I know how to compose programme music inspired by a picture, idea or feeling. (Charanga) Lesson 4 – I know how to combine learning into joint performance. (Charanga) Lesson 5 – I know that the C major pentatonic scale has 5 notes (C, D, E, G, A). (Rhythm and Pitch Focus)	expression and dynamics in singing. (Charanga) Lesson 3 – I know how to provide feedback. (Charanga) Lesson 4 – I know how to give feedback, include positives and an area for improvement. (Charanga) Lesson 5 – I know that the A minor pentatonic scale has 5 notes (A, C, D, E, G). (Rhythm and Pitch Focus)	Lesson 3 – I know use technology to record a performance. (Charanga). Lesson 4 – I know how to enhance a production using technology. (Charanga) Lesson 5 – I know F major scale starts and finishes with an F (home note)	make a melody. (Charanga) Lesson 3 – I know that changing the dynamics and tempo can change how the listener feels. (Charanga) Lesson 4 – I know how different instruments create timbre that can be combined to create musical texture. (Charanga) Lesson 5 – I know the notes in F major pentatonic scale (F, G, A, C, E) and their place on the stave. (Rhythm and Pitch Focus)	rhythmic patterns, and creative effect within a song. (Charanga) Lesson 3 – I know how to plan and structure a composition. (Charanga) Lesson 4 – I know how to refine a composition. (Charanga) Lesson 5 – I know D minor scale starts and finishes on D (home note). (Rhythm and Pitch Focus)	mood, stories and atmosphere. (Charanga) Lesson 3 – I know how to discuss personal preferences and relate them to instruments I know. (Charanga) Lesson 4 – I know how to plan a multi-art form performance. (Charanga) Lesson 5 – I know the notes in D minor pentatonic scale (D, F, G, A, C) and their place on the stave. (Rhythm and Pitch Focus)
Skills	Lesson 1 - I can play my part in an ensemble when 4 groups are playing at the same time in 2,4 time. (Rhythm Focus) Lesson 2 – I can play the notes G, A, B as a musical accompaniment feeling. (Charanga) Lesson 3 – I can use instrumental sounds	Lesson 1 - I can play my part in an ensemble when 4 groups are playing at the same time in 3,4 time. (Rhythm Focus) Lesson 2 – I can follow a conductors queues and perform choreographed actions in time with a song. (Charanga)	Lesson 1 - I can play a longer piece of music using quavers, crotchets, semi-quavers, semi-breves and rests in 4, 4 time. (Rhythm Focus) Lesson 2 – I can learn a song with sign-supported actions. (Charanga) Lesson 3 – I can design visual	Lesson 1 - I can create and orchestrate my own rhythm grid. (Rhythm Focus) Lesson 2 – I can keep a steady pulse or play rhythmic patterns and follow a leader's signals to start, stop, or change tempo. (Charanga)	Lesson 1 - I can use dynamics to change the volume of my beat boxing performance. (Rhythm Focus) Lesson 2 – I can create two musical phrases linked to a composition on winter. (Charanga) Lesson 3 – I can create a composition that	Lesson 1 - I can play the pulse and a rhythm at the same time using body percussion and a ball game. (Rhythm Focus) Lesson 2 – I can identify and play major chords through fanfares. (Charanga) Lesson 3 – I can design and perform

	to represent an idea and play as part of an ensemble. (Charanga) Lesson 4 – I can confidently recognise and play the notes G, A, B. (Charanga) Lesson 5 – I can improvise a melody using C major pentatonic scale (C, D, E, G, A). (Rhythm and Pitch Focus)	Lesson 3 – I can interpret words through expressive movement. (Charanga) Lesson 4 – I can perform confidently and expressively in front of an audience. (Charanga) Lesson 5 – I can improvise a melody using A minor pentatonic scale (A, C, D, E, G). (Rhythm and Pitch Focus)	elements linked to a performance. (Charanga) Lesson 4 – I can edit and assembly recorded signs with a soundtrack. (Charanga) Lesson 5 – I can play a melody from a musical stave in F major. Rhythm and Pitch Focus)	Lesson 3 – I can perform music using musical elements, including structure, to make our group performance sound expressive and well-rehearsed. (Charanga) Lesson 4 – I can apply secure instrumental technique to a performance. (Charanga) Lesson 5 – I can create my own rhythm grid and then write this on a musical stave using notes from F major. (Rhythm and Pitch Focus)	includes: 2 different musical ideas, 2 different timbres, 1 loud moment, one quiet moment and a structure I can explain. (Charanga) Lesson 4 – I can notate a composition. (Charanga) Lesson 5 – I can create my own rhythm grid and then write this on a musical stave using notes from D minor. (Rhythm and Pitch Focus)	movement sequences and actions to accompany a song. (Charanga) Lesson 4 – I can reflect on the musical elements within a performance. (Charanga) Lesson 5 – I can create 2 rhythm grids and compose music 8 bars long in D minor scale. (Rhythm and Pitch Focus)
Perform and Share	Perform Glittering Night to Year 2 during a music lesson for them as listen and appraise	Perform song to parents as part of a Christmas performance	Children to share recorded performances during an assembly to the school during Safer Internet Day week	Children to perform to Year 1 during their music lesson, to present the message of resilience	Children to perform in an assembly during the week of World Music Day (June 21 st).	Perform to whole school/KS2 during an end of year celebration
Vocabulary	beat, rhythm, expression, programme music, timbre, compose, ritardando, melody, dynamics, home note	expression, conductor, dynamics, articulation, choreography, posture Piano (p),	lyrics, sequence, expression, scene, performance, timing, collaboration, digital literacy, transition, avatar	beat, rhythm, syncopation, texture, timbre, bar, ensemble, melody, modulation, scale,	Baroque music, lute, clavichord, harpsichord, texture, pitch, tempo, timbre, ensemble, dynamics	fanfare, chord, major chord, pitch, tempo, timbre, texture, dynamics, layer, mood

		Forte (f), performance, feedback				
Career Links	Orchestra Musician  R Place: concert hall Qualities: disciplined, musical, punctual Qualification: BMus Performance	Sound Engineer  Place: studio, venues Qualities: technical, calm, problem-solver Qualification: BA/BSc Sound Engineering	Music Producer  Place: recording studio Qualities: creative, organised, collaborative Qualification: BA Music Production	Musical Theatre Performer  Qualities: expressive, resilient, disciplined Qualification: BA Musical Theatre	DJ  Place: venues, radio Qualities: rhythmic, responsive, creative Qualification: Apprenticeship Broadcast Production	Songwriter  Place: studio Qualities: imaginative, persistent, reflective Qualification: BA Songwriting
Resources	Glockenspiels or other pitched instruments (chime bars, boomwhackers) Untuned percussion (drums, shakers, etc.) Optional: Junk instruments (e.g., buckets, tins) for creativity	Video/audio recordings of songs ("The King of All Polar Bears", "Five Gold Rings", "Be More Snowflake"). Props/costumes (optional, for storytelling and confidence building). Recording equipment (phone, tablet, or camera for playback and reflection) Space for movement and choreography	Video and Technology Resources Tablets/iPads or other video-recording devices iMovie, Clips, or a similar tablet-compatible video editing app Headphones for listening to the song while recording Art & Creative Resources Paper, pencils, coloured pencils, markers for self-portraits Art materials for scene illustrations (paint, card, collage materials) Optional props or costumes for drama/dance scenes Collaborative and Planning Resources Storyboard templates for video planning Display boards or classroom wall space for sequencing ideas Optional Enrichment Materials Ukulele or other classroom instruments Dance or movement props (scarves, ribbons)	Classroom Instruments Tuned Instruments Glockenspiels (enough for pairs or small groups) Descant recorders (school set or individual class set) Keyboards (optional but useful for pitch reference) Boomwhackers pitched to C-major (optional for group pulse/ostinato work) Untuned Percussion Hand drums/tambourines Shakers/maracas Woodblocks or claves Triangle, guiro, cabasa (optional sound-colour choices) Any school-safe percussion for layering rhythmic patterns These support rhythmic parts, ostinatos, layering, and dynamic contrast. Visual and Literacy Supports Printed lyric sheets for "Gotta Try!" Printed notation sheets (easy and medium versions of melody lines)	Untuned percussion (drums, tambourines, claves, shakers). Tuned percussion instruments (xylophones, glockenspiels, keyboards).	Classroom percussion instruments: including glockenspiels. Paper and mark-makers to enable the children to respond to music through mark-making.

			Wordsearch/reading comprehension sheets	Graphic score templates for children to create simple performance plans Whiteboard or flipchart for modelling counting-in, rhythm grids, or phrase shapes A display of musical vocabulary: ○ pulse, rhythm, pitch ○ tempo, dynamics, structure ○ timbre, ostinato, ensemble		
Assessment	Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.					
Year 3 Progression						
Singing	Sing unison songs with widening pitch range, in varying styles, tunefully and with expression. Perform actions confidently and in time. Perform as a choir in school assemblies.					
Playing Instruments	Play untuned/tuned percussion, classroom and whole-class instruments (if appropriate) using notes G, A, B, D, and E.					
Listening	Aurally identify dimensions in music, such as pitch and texture. Appreciate and respond to music from across historical periods and traditions.					
Creating	Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note-range. Compose in response to different types of stimuli. Structure musical ideas to create music that has a beginning, middle and end. Create and simply notate three-note phrases. Compose song accompaniments on untuned percussion.					
Music Technology	Use the Music Explorer tool to write and read music. Use video to capture and record creative ideas.					
Musicianship or Performing and Notation	Learn to play a tuned instrument. Play and perform melodies following staff notation with a small range of notes. Listen and accurately repeat short melodic phrases played at different tempos.					

Recognise a stave and a clef.
Understand the differences between crotchets and paired quavers.
Apply word chants to rhythms.