

Year 3 Music Progression Map

	<u>Autumn 1</u>	
Topic	Compositions	
Unit Aim	To explore how music can tell a story by creating and performing compositions using movement, soundscapes, rhythm, and melody.	
Prior Learning	Year 1/2 – • I can use untuned percussion to create sounds to represent ideas and stories. • I can perform simple rhythms in time with others. • I can listen and respond to music using movement and discussion. • I can explore how sounds can be used to create atmosphere in music.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Improvising Composing Listening Evaluating	• I can tell a story from a piece of music through movement. • I can create a soundscape using percussion instruments. • I can create a range of sounds to accompany a story. • I can compose and perform a rhythm to accompany a story. • I can compose and notate a short melody to accompany a story.
Vocabulary	dynamics, timbre, pitch, dynamics, Repeated rhythm, Pattern, Notation, Ensemble, Compose	
Future Learning	Year 4 - • I can use musical structures to organise my compositions. • I can compose using notation and understand simple staff notation. • I can develop layered compositions using tuned and untuned instruments.	
KS2 End Point	• To appreciate music, notation and rhythm with tuned and untuned instruments.	

	<u>Autumn 2</u>	
Topic	Jazz	
Unit Aim	To explore jazz styles by performing syncopated rhythms, improvising call and response, and creating original jazz ideas	
Prior Learning	Year 1/2 - • I can perform simple rhythms in time with others. • I can copy and create simple call and response patterns. • I can explore different styles of music through singing and listening. • I can perform confidently in a group.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Composing Listening Evaluating	• I can sing and clap a syncopated rhythm for a ragtime-style song. • I can improvise a call and response. • I can scat sing using the call and response format. • I can create a jazz motif. • I can adapt a familiar tune using jazz rhythms.
Vocabulary	Jazz, rhythm, Ragtime, syncopation, call, response, traditional jazz, scat, straight quaver, swung quaver, motif	
Future Learning	Year 4 – • I can identify and perform syncopated rhythms in different styles. • I can improvise using voice and instruments with increasing accuracy. • I can understand how musical styles are influenced by culture and history.	
KS2 End Point	• To appreciate music, notation and rhythm with tuned and untuned instruments.	

	<u>Spring 1</u>	
Topic	Ukelele	
Unit Aim	To build confidence playing the ukulele through developing note reading, rhythm, melody, and chord skills	
Prior Learning	Year 1/2 – • I can play tuned percussion instruments using simple patterns. • I can follow simple rhythmic notation (crotchets and rests). • I can perform simple melodies using limited notes. • I can keep a steady pulse when performing.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Listening Evaluating	• I can identify middle C and play the notes in 4/4 time using a crotchet note. • I can play the notes C and D and use a minim note. • I can play C, D and E and use a whole note. • I can play C, D, E, F and G. • I can begin to use one finger chords of C and then G • I can play the fingered chords of C and G
Vocabulary	Note, stave, cleff, treble staff, bar, ledger line, crochet, minim , semibreve	
Future Learning	Year 4 - • I can play more complex chord patterns on a tuned instrument. • I can read and perform using standard musical notation. • I can accompany songs using chords and melody together.	
KS2 End Point	• To appreciate music, notation and rhythm with tuned and untuned instruments.	

	<u>Spring 2</u>	
Topic	Pentatonic Melodies	
Unit Aim	To understand music used in Chinese New Year celebrations and develop skills in composing and performing pentatonic melodies individually and in groups.	
Prior Learning	Year 1/2 – • I can play tuned percussion instruments using simple melodies. • I can listen and respond to music from different cultures. • I can create simple musical patterns with guidance. • I can perform in a group with support.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Listening Composing Performing Evaluating	• I can learn about the music used to celebrate the Chinese New Year festival. • I can play a pentatonic melody on a tuned percussion instrument • I can write and perform a pentatonic melody. • I can perform a group composition. • I can perform a piece of music as a group.
Vocabulary	crescendo, duration, dynamics, tempo, timbre	
Future Learning	Year 4 • I can compose melodies using a wider range of notes and structures. • I can perform ensemble pieces with increasing accuracy and awareness of others. • I can develop an understanding of scales and musical patterns.	
KS2 End Point	• To appreciate music, notation and rhythm with tuned and untuned instruments.	

	<u>Summer 1</u>	
Topic	Vikings - singing	
Unit Aim	To build confidence in singing and ensemble performance by using rhythmic notation to compose and perform a Viking battle song.	
Prior Learning	Year 1/2 – • I can sing in time with others. • I can perform songs with expression and awareness of pulse. • I can copy and repeat rhythmic patterns. • I can perform in a group with increasing confidence.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening Composing	• I can sing in time with others. • I can sing in time with others. • I can recognise simple rhythmic notation by ear and by sight. • I can use simple rhythmic notation to compose a Viking battle song. • I can perform music with confidence and discipline.
Vocabulary	Composition, melody, notation, tempo, crochet, minim, quaver, coordinated, disciplined	
Future Learning	Year 4 • I can sing in harmony or parts with others. • I can read and use rhythmic notation more accurately. • I can perform songs with control, expression, and awareness of style.	
KS2 End Point	• To appreciate music, notation and rhythm with tuned and untuned instruments.	

	<u>Summer 2</u>	
Topic	Traditional Instruments	
Unit Aim	To develop understanding of Indian classical music by listening, improvising, and composing using rag, tal, and drone, and performing using notation.	
Prior Learning	Year 1/2 – • I can listen to music from different cultures and respond to it. • I can explore rhythm and pulse using percussion. • I can create simple musical patterns using given notes or ideas. • I can perform as part of a group.	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Listening Composing Performing Evaluating	• I can listen and respond to Indian music. • I can improvise using given notes to create a rag • I can improvise using given notes and add a drone (background note). • I can create a piece of music using a drone, rag and tal. • I can perform a piece of music using musical notation.
Vocabulary	dynamics, rag, sitar, tala, table, tanpura, tempo, Bollywood, rag, improvise, notes, drone, tal	
Future Learning	Year 4 - • I can use musical structures (rag, tal, drone equivalents in other genres) to compose music. • I can perform using notation with increasing independence. • I can understand how different musical traditions use specific musical elements.	
KS2 End Point	• To appreciate music, notation and rhythm with tuned and untuned instruments.	