

Y3 - Music Progression

Listen and Appraise	Inter-related Dimensions	Use Voices	Playing Instruments	Improvisation	Composition
LA1 Can I recognise/identify styles and instruments used in : RnB, reggae, pop, film/classical and disco?	ID1 Can I find and internalise the pulse on my own/with support with more confidence?	V1 Can I work as part of a group and develop confidence to sing alone?	PI1 Can I play a classroom instrument, as part of a group, with more knowledge and confidence?	I1 Can I continue to explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt?	C1 Can I continue to create my own slightly more complex melodies?
LA2 Can I find a steady beat within the music and express the importance of a pulse within a piece of music?	ID2 Can I demonstrate, more confidently, how pulse, rhythm and pitch work together?	V2 Can I explain why warming up my voice is important?	PI2 Can I move between different parts?	I2 Can I improvise with some confidence?	C2 Can I compose using three or more notes?
LA3 Can I recognise the sounds of the musical instruments used within a piece of music?	ID3 Can I clap/Play simple rhythms and copy one or two note pitches with more confidence?	V3 Can I project the meaning of a song?	PI3 Can I respond to basic cues from the conductor/leader?	I3 Can I begin to create my own rhythmic patterns, that lead to melodies in a group or solo situation?	C3 Can I record my composition in a way I choose?
LA4 Can I identify the simple structure of a piece of music?	ID4 Can I create my own rhythm?	V4 Can I sing in unison with a group (pay attention to the pulse)?	PI4 Can I treat my instrument with care and respect?	I4 Can I perform my improvisations on my own or within a group?	
	ID5 Can I explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music?	V5 Can I follow a leader/conductor?	PI5 Can I begin to play more confidently as part of an ensemble, by ear?		

Music Progression Coverage

Autumn 1 Let your Spirit Fly	Autumn 2 Glockenspiel stage 1	Spring 1 Three Little Birds	Spring 2 The Dragon Song	Summer 1 Bringing us together	Summer 2 Reflect, rewind & Replay
LAI-LA4 IDI- ID5 VI - V5 PII - PI5 II - I4 CI - C3	PII - PI5 II - I4 CI - C3	LAI-LA4 IDI- ID5 VI - V5 PII - PI5 II - I4 CI - C3	LAI-LA4 IDI- ID5 VI - V5 PII - PI5 II - I4 CI - C3	LAI-LA4 IDI- ID5 VI - V5 PII - PI5 II - I4 CI - C3	LAI-LA4 IDI- ID5 VI - V5 PII - PI5 II - I4 CI - C3

Subject Specific Vocabulary (Charanga)

Structure, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, hook, melody, bass, drums, keyboard

introduction, verse, chorus, guitar, synthesizer,		Introduction, verse, chorus, electric guitar, organ, backing, vocals, riff, reggae	pentatonic scale,	imagination, disco, pentatonic scale, riff,	<i>[Pick and Mix term consolidating the learning that has occurred during the year].</i>
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I Will Know...

- How to confidently identify and move to the pulse
- That the lyrics of a song hold meaning and be able to discuss what a song is about and how it makes me feel.
- That songs feature different musical dimensions e.g. dynamics, tempo and I will be able to identify where they are used.
- How to identify the main sections of a song e.g., introduction, chorus.
- The names of instruments used in a song.
- How pulse pitch and rhythm work together to create a song and the difference between them.
- The difference between a musical question and an answer.
- How to sing in unison and in simple two parts
- How to demonstrate a good singing posture.

- How to follow a leader when singing.
- How to sing with an awareness of the tune.
- Why you must warm up your voice.
- That songs can make you feel different things e.g. happy, energetic, sad.
- And be able to talk about instruments used in class.
- How to treat instruments carefully and with respect.
- How to play differentiated parts on an instrument from memory or notation.
- And be able to talk about improvisation.
- And be able to talk about composition and how to record compositions.
- How to create a simple melody using one, three or five different notes.
- And be able to talk about performing; what it means and how to give a great performance.
- That it is important to reflect on my work; what I am pleased with and how I might change it.