

## Year 3- Progression of Knowledge and Skills Music

Term	Knowledge	Skills
<p style="text-align: center;">Autumn 1</p> <p>Topic: Hands, Feet, Heart</p>	<ul style="list-style-type: none"> <li>• Music can be in different styles, such as R&amp;B.</li> <li>• Music has a structure, including introduction, verse and chorus.</li> <li>• Music has a steady pulse.</li> <li>• Rhythm and tempo can change.</li> <li>• Music can include dynamics (loud and quiet).</li> <li>• Different instruments and voices make different sounds.</li> <li>• Music can be improvised and composed.</li> <li>• Music can be performed and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and identify the pulse.</li> <li>• Recognise and name instruments and voices within music.</li> <li>• Copy and play rhythmic and melodic patterns.</li> <li>• Sing confidently in two parts.</li> <li>• Play instrumental parts accurately and in time.</li> <li>• Play by ear and begin to play from notation.</li> <li>• Improvise using given notes.</li> <li>• Perform confidently as part of a group.</li> <li>• Talk about what they liked, how the music made them feel, and what could be improved.</li> </ul>

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Term	Knowledge	Skills
<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Topic: Three Little Birds</p>	<ul style="list-style-type: none"> <li>• Music can be in different styles, such as reggae.</li> <li>• Songs have a structure (introduction, verse, chorus).</li> <li>• Music has a steady pulse.</li> <li>• Music includes rhythm, tempo, and dynamics.</li> <li>• Reggae music often has a strong, funky rhythm.</li> <li>• Different instruments and voices make different sounds.</li> <li>• Music can be sung, played, improvised and composed.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and identify the pulse.</li> <li>• Recognise and name instruments and voices.</li> <li>• Identify changes in rhythm, tempo and dynamics.</li> <li>• Copy and play rhythmic and melodic patterns.</li> <li>• Sing confidently in unison.</li> <li>• Play instrumental parts accurately and in time.</li> <li>• Play by ear and begin to read simple notation.</li> <li>• Improvise using given notes.</li> <li>• Compose a simple melody using given notes.</li> <li>• Perform confidently as part of a group.</li> <li>• Talk about what they liked, how the music made them feel, and how it could be improved.</li> </ul>

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<p style="text-align: center;"><b>Spring</b></p> <p><b>Topic: Recorder</b></p>	<ul style="list-style-type: none"> <li>• The recorder is a woodwind instrument.</li> <li>• The recorder produces sound when air is blown gently into the mouthpiece</li> <li>• Fingering changes the pitch of the notes.</li> <li>• Pitch describes high and low sounds.</li> <li>• Music can be written using notation.</li> <li>• Music can be rehearsed, improved and performed</li> </ul>	<ul style="list-style-type: none"> <li>• Hold the recorder correctly and safely.</li> <li>• Use controlled breathing to produce a clear sound.</li> <li>• Play notes such as B, A and G (and others as introduced).</li> <li>• Read and follow simple musical notation.</li> <li>• Play simple rhythms accurately.</li> <li>• Keep a steady pulse while playing.</li> <li>• Play short melodies in time.</li> <li>• Listen to others and play together as an ensemble.</li> <li>• Start and stop together when playing.</li> <li>• Perform simple pieces confidently.</li> <li>• Talk about what went well and how to improve.</li> </ul>

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<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Topic: Bringing Us Together</p>	<ul style="list-style-type: none"> <li>• Music can be in different styles, such as disco.</li> <li>• Music includes rhythm, tempo, and dynamics.</li> <li>• Different instruments and voices make different sounds.</li> <li>• Music can be sung, played, improvised and composed.</li> </ul>	<ul style="list-style-type: none"> <li>• Find and keep the steady pulse while listening.</li> <li>• Recognise and name instruments and voices.</li> <li>• Copy and play rhythmic and melodic patterns.</li> <li>• Sing confidently in two parts.</li> <li>• Play instrumental parts accurately and in time.</li> <li>• Improvise using given notes.</li> <li>• Compose a simple melody using given notes.</li> <li>• Perform confidently as part of a group.</li> <li>• Talk about what they liked, how the music made them feel, and what could be improved.</li> </ul>

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Term	Knowledge	Skills
<p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;"><b>Topic: Reflect, Rewind and Replay</b></p>	<ul style="list-style-type: none"> <li>• Music can be revisited, practised and improved.</li> <li>• Music includes pitch, tempo, dynamics and timbre.</li> <li>• Music can be performed and evaluated.</li> <li>• Music comes in different styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit and perform songs learned during the year.</li> <li>• Keep a steady pulse independently.</li> <li>• Perform rhythms and melodies accurately.</li> <li>• Sing with improved control of pitch.</li> <li>• Play instrumental parts accurately and in time.</li> <li>• Perform confidently to an audience.</li> <li>• Talk about what they liked, how the music made them feel, and suggest improvements.</li> <li>• Reflect on their own and others' performances.</li> </ul>