



## Music Progression of Skills and Knowledge – Year 3

Musical Activities	Knowledge	Skills
<b>Listen and Appraise</b>	<ul style="list-style-type: none"><li>● To know five songs from memory and who sang them or wrote them.</li><li>● To know the style of the five songs.</li><li>● To choose one song and be able to talk about:<ul style="list-style-type: none"><li>○ Its lyrics: what the song is about</li><li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li><li>○ Name some of the instruments they heard in the song</li></ul></li></ul>	<ul style="list-style-type: none"><li>● To confidently identify and move to the pulse.</li><li>● To think about what the words of a song mean.</li><li>● To take it in turn to discuss how the song makes them feel.</li><li>● Listen carefully and respectfully to other people's thoughts about the music.</li></ul>
<b>Games and Warm-up</b>	<ul style="list-style-type: none"><li>● Know how to find and demonstrate the pulse.</li><li>● Know the difference between pulse and rhythm.</li><li>● Know how pulse, rhythm and pitch work together to create a song.</li><li>● Know that every piece of music has a pulse/steady beat.</li><li>● Know the difference between a musical question and an answer.</li></ul>	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the activities in relation to the main song, using two notes.
<b>Singing</b>	To know and be able to talk about: <ul style="list-style-type: none"><li>● Singing in a group can be called a choir</li><li>● Leader or conductor: A person who the choir or group follow</li><li>● Songs can make you feel different things e.g. happy, energetic or sad<ul style="list-style-type: none"><li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li></ul></li><li>● To know why you must warm up your voice</li></ul>	<ul style="list-style-type: none"><li>● To sing in unison and in simple two-parts.</li><li>● To demonstrate a good singing posture.</li><li>● To follow a leader when singing.</li><li>● To enjoy exploring singing solo.</li><li>● To sing with awareness of being 'in tune'.</li><li>● To have an awareness of the pulse internally when singing</li></ul>
<b>Playing Instruments</b>	To know and be able to talk about: <ul style="list-style-type: none"><li>● The instruments used in class (a glockenspiel, a recorder)</li></ul>	<ul style="list-style-type: none"><li>● To treat instruments carefully and with respect.</li><li>● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li><li>● To rehearse and perform their part within the context of the Unit song.</li><li>● To listen to and follow musical instructions from a leader.</li></ul>

<b>Improvisation</b>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges</p>
<b>Composition</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to, reflect upon the developing composition, and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul>
<b>Performance</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>