



Year 3 Progressions of Skills - Music

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit	Ballads		Developing singing technique (Theme: The Vikings)		Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)
Knowledge						



- To know that a ballad tells a story through song.
- To know that lyrics are the words of a song.
- To know that in a ballad, a 'stanza' is a verse.

- The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- Different notes have different durations and crotchets are worth one whole beat.
- That 'reading' music means using how the written note symbols look and their position to know what notes to play.
- That written music tells you how long to play a note for.
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- To know that the word 'crescendo' means a sound getting gradually louder.
- To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.
- To understand that a pentatonic melody uses only the five notes C D E G A.

- To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
- To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
- To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.
- To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
- To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.



Skills						



<p>Listening and responding to music</p> <p>Analysing music</p> <p>Evaluating music</p> <p>Composing and improvising</p> <p>Performing</p>	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ◦ • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Recognising and explaining the changes within a piece of music using musical vocabulary. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Recognising and explaining the changes within a piece of music using musical vocabulary. 		<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. 	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Explaining their preferences for a piece of music using musical vocabulary.
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Cultural and historical awareness of music			<ul style="list-style-type: none"> • Understanding that music from different parts of the world, and different times, has different features. • 		<ul style="list-style-type: none"> • Understanding that music from different parts of the world, and different times, has different features. <ul style="list-style-type: none"> ◦ 	<ul style="list-style-type: none"> • Understanding that music from different parts of the world, and different times, has different features.
<p>Creating sounds</p> <p>Singing repertoire</p> <p>Singing technique</p> <p>Instruments</p> <p>Posture</p>	<ul style="list-style-type: none"> • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. <ul style="list-style-type: none"> ◦ ◦ 		<ul style="list-style-type: none"> • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. 		<ul style="list-style-type: none"> • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. <ul style="list-style-type: none"> ◦ 	<ul style="list-style-type: none"> • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Composing a piece of music in a given style with voices and instruments.
<p>Notation</p> <p>Understanding notation</p> <p>Representing pitch</p> <p>Representing rhythm</p>	<ul style="list-style-type: none"> • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. 		<ul style="list-style-type: none"> • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 		<ul style="list-style-type: none"> • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Using letter name and rhythmic notation (graphic or 	



					staff) and key musical vocabulary to label and record their compositions.	
<p>Improvising and composing - stimulus and purpose</p> <p>Improvising</p> <p>Selecting music and sounds</p> <p>Sequencing</p>	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. 		<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. 		<ul style="list-style-type: none"> Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	<ul style="list-style-type: none"> Recognising and explaining the changes within a piece of music using musical vocabulary.
<p>Performing</p> <p>Understanding and evaluating a performance</p> <p>Awareness of music</p> <p>Awareness of self</p> <p>Awareness of others</p>	<ul style="list-style-type: none"> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Explaining their preferences for a piece of music using musical vocabulary. Offering constructive feedback on others' performances. Beginning to show an awareness of metre. 		<ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. Beginning to show an awareness of metre. Offering constructive feedback on others' performances. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. 		<ul style="list-style-type: none"> Suggesting and implementing improvements to their own work, using musical vocabulary. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. Offering constructive feedback on others' performances. 	<ul style="list-style-type: none"> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. Explaining their preferences for a piece of music using musical vocabulary. Offering constructive feedback on others' performances.



Lesson	Artist / composer	Period/ tradition/ style	Artist / composer	Period/ tradition/ style	Artist / composer	Period/ tradition/ style	Artist / composer	Period/ tradition/ style
1	David Bowie The Righteous Brothers Bryan Adam Performed by Samantha Barks Whitney Houston	Popular music Popular music Popular music Musical theatre-children may not have had the opportunity to experience this genre. Popular music	Mary Green and Julie Stanley	Folk				
2	David Bowie Bryan Adam	Popular music Popular music	Mary Green and Julie Stanley	Folk		Unknown (Traditional Chinese song)	Traditional Chinese	Punjabi MC Bhangra
3			Mary Green and Julie Stanley	Folk				Talavya Traditional Indian
4	Rihanna Leona Lewis The Scorpions Adele	Popular music Popular music Popular music Popular music	Mary Green and Julie Stanley	Folk				Talavya Traditional Indian
5	Rihanna	Popular music	Mary Green and Julie Stanley	Folk				



	Leona Lewis The Scorpions Adele	Popular music Popular music Popular music		Stanley						
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