

### TLA Music Progression – Year 3

<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>- Sing and play musically with increasing confidence and control.</li> <li>- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>- Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Use and understand staff and other musical notations.</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>- Develop an understanding of the history of music.</li> </ul>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit Title</b>	The Dragon Song	Christmas Carol Concert	Glockenspiel Stage 1	Let your spirit fly	Bringing us together	Reflect, rewind and replay
<b>Key Song(s)</b>	The Dragon Song – Joanna Mangona & Pete Readman	Christmas Carol songs	Roundabout March of the Golden Guards Portsmouth	Let your spirit fly – Joanna Mangona	Bringing us together – Joanna Mangona & Pete Readman	Consolidation of previous songs from across the year
<b>Focus Composers</b>	Musician of the month					
<b>Style of Key Song(s)</b>	Pop song which tells a story.	Pop	Mixed styles	RnB	Disco	Classical
<b>Knowledge Progression</b> Listening and Appraising Musicianship Singing Composing / Improvising	To sing a song from memory. To know the composer and song writer of a song. To know the style of a song.	To sing a song from memory. To know the composer and song writer of a song. To know the style of a song.	To sing a song from memory. To know the composer and song writer of a song. To know the style of a song.	To sing a song from memory. To know the composer and song writer of a song. To know the style of a song.	To sing a song from memory. To know the composer and song writer of a song. To know the style of a song.	To name some of the instruments heard in songs. To know the main sections of the a song (introduction, verse, chorus)

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	<p>To talk about the lyrics of a song.</p> <p>To know that every piece of music has a steady pulse.</p> <p>To sing or rap words clearly when performing.</p> <p>To understand that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p>To understand that performances need to be planned and rehearsed.</p> <p>To sing or rap words clearly when performing.</p> <p>To begin to understand that improvising on one or two notes confidently is better than using five notes.</p>	<p>To be able to talk about glockenspiels played in class.</p> <p>To understand that you must play with confidence when performing.</p> <p>To understand the importance of listening to each other when singing.</p> <p>To be able to talk about a simple composition.</p>	<p>To understand that there are a wide range of audiences – from one person to many.</p> <p>To know what a good singing posture looks like.</p> <p>To understand that composition can be recorded.</p>	<p>To know the main sections of the a song (introduction, verse, chorus)</p> <p>To begin to understand that musical performance communicates feelings, thoughts and ideas about the song/music.</p> <p>To know the difference between singing in unison and singing in parts.</p> <p>To understand that composition can be recorded using audio.</p>	<p>To begin to understand that musical performance communicates feelings, thoughts and ideas about the song/music.</p> <p>To understand what a choir and conductor is, and their roles.</p>
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<p><b>Skills progression</b></p> <p>Listening and Appraising Musicianship Singing Composing / Improvising</p>	<p>To discuss what the lyrics of a song mean.</p> <p>To create and copy simple melodies with differing rhythms and pitch.</p> <p>To sing with an awareness of being in tune.</p> <p>To build confidence improvising in the context of focus song across one, two or three notes.</p>	<p>To discuss my opinion of a song.</p> <p>To listen to and follow instructions from a musical leader.</p> <p>To sing with an awareness of being in tune.</p> <p>To work in a small group to create a simple melody using three notes.</p>	<p>To understand that people have different opinions about music.</p> <p>To play a part on a tuned instrument either form memory or using notation.</p> <p>To practice and perform a part on a tuned instrument.</p> <p>To follow a leader when singing.</p> <p>To work in a small group to create a simple melody using five notes.</p>	<p>To respect other people's opinions about music.</p> <p>To work together as a class to create a simple programme.</p> <p>To demonstrate a good singing posture.</p> <p>To plan and create a section of music which can be performed in the context of focus songs.</p> <p>To talk about how it was created.</p>	<p>To be able to identify the main sections of a song (introduction, chorus, verse)</p> <p>To sing in two simple parts.</p> <p>To listen to and evaluate compositions.</p>	<p>To identify some instruments heard in music.</p> <p>To be able to identify the main sections of a song (introduction, chorus, verse)</p> <p>To evaluate a performance, saying what they were pleased with, and what they would change and why.</p> <p>To sing in unison and in two simple parts.</p> <p>To listen to and evaluate compositions.</p>
<p><b>New Vocabulary</b></p>	<p>Lyrics</p>	<p>Rehearse</p>	<p>Glockenspiel Notation</p>	<p>RnB Posture Programme</p>	<p>Audio Introduction Parts Evaluate Disco</p>	<p>Choir Conductor Instrument names</p>
<p><b>End point of unit</b></p>	<p>To perform a song at the KS2 showcase.</p>	<p>Christmas Carol Concert Performance</p>	<p>To perform on glockenspiels at KS2 showcase,</p>	<p>To create a programme for the KS2 showcase</p>	<p>To perform focus song in two parts at the KS2</p>	<p>To perform as a choir at the KS2 showcase singing</p>

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			including some compositions if appropriate.	and perform focus song in this, including some compositions if appropriate.	showcase including some compositions if appropriate.	in unison and in parts, and evaluate this performance.
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