Unit Progression : Year 3

Unit 1: A Shining Performance (featuring Sparkle In The Sun)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Be confident with reading and playing G, A and B (doh re me) in a new context. 2. Use creative ideas inspired by different stimuli to improve a performance.	I can point out the notes G, A, and B in a new song. I can compose my own music inspired by a story, a picture, or a feeling. I can add actions to songs and keep in time with my friends. I can look at a piece of music and point to the five lines (the stave) and the clef.	How well can children learn songs from memory, sing phrases clearly, and play instruments with rhythmic precision, good timing, and good sound quality? Are children aware of memorisation, dynamic contrast, accurate rhythmic responses, and peer feedback? Note collaboration skills during group composition, including communication, shared responsibility, and problem-solving. In children's compositions, listen for effective use of melody, rhythm and assess how well pieces match the "Glittering Night" theme. Monitor individual contributions, practice habits, and attention to detail. Provide verbal feedback during rehearsals and performances, encouraging reflection on creative choices and musical execution.	● Focused Listening	● Connection & Reaction ● Evaluation & Analysis
			● Musical Elements	● Pulse, ● Rhythm, ● Pitch, Dynamics, ● Timbre, ● Texture, ● Tempo, ● Structure
			● Singing	● Singing / Chanting Rapping
			★ Instrumental Practice	Handheld percussion ★ Glockenspiel Recorder
			★ Notation	Symbolic ★ Rhythmic ★ Melodic
			Improvise	Rhythmic Melodic
			★ Compose	★ Music Explorer Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			● Performance Opportunities	

★ A clear, focused part of this unit, explored in depth. ● Introduced or revisited briefly, giving pupils opportunities to develop the skill at a lighter level.

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Unit 2: Sing And Move (featuring The King Of All Polar Bears and Five Gold Rings)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Sing songs with attention to expression and dynamics, following the conductor's cues. 2. Perform actions with accuracy and confidence.	I can sing a 2-part song with accurate pitch and timing. I can perform a melody or duet with clear accompaniment. I can listen carefully and adjust my voice to blend with others. I can identify and describe contrasting musical traditions and stories. I can reflect on how different songs express culture and meaning.	Monitor children's engagement, confidence, collaboration skills and levels of participation during practice, performances, and discussions. Encourage peer feedback and reflective writing or drawing about learning and feelings. Assess understanding and execution of dynamics, accurate singing, blending within an ensemble and expression and following a conductor/leader	Focused Listening	Connection & Reaction Evaluation & Analysis
			★ Musical Elements	● Pulse, ● Rhythm, ● Pitch ★ Dynamics, Timbre, Texture, Tempo, Structure
			★ Singing	★ Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Glockenspiel Recorder
			Notation	Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 3: Music And Video (featuring Be Safe Online)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	I can listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling. I can dance, sing along, or make sounds that go with a song's words and tune. I can get ideas for making music from the world around me, like the sound of rain or a busy street. I can make music using my voice, my body (like clapping!), or the instruments in our classroom. I can be brave and share my music with other people. I can talk about how music makes me feel and describe the sounds that I hear.	Do the children engage with confidence and understanding while singing and signing? Evaluate collaboration, contribution, and creativity in storyboard planning, notice sequencing and understanding of the message. Review rehearsal recordings for expression, clarity, and connection to lyrics. Encourage peer feedback. Evaluate how effectively the final video conveys online safety messages.	★ Focused Listening	Connection & Reaction Evaluation & Analysis
			● Musical Elements	● Pulse, ● Rhythm, ● Pitch, ● Dynamics, Timbre, Texture, Tempo, Structure
			★ Singing	★ Singing / Chanting Rapping
			★ Instrumental Practice	★ Handheld percussion ★ Body percussion Glockenspiel Recorder
			● Notation	● Symbolic Rhythmic Melodic
			● Improvise	Rhythmic ● Melodic
			★ Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 4: You Gotta Try (featuring You Gotta Try)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. 2. Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	I can keep a steady pulse and recognise rhythm patterns. I can perform syncopated rhythms accurately on different instruments. I can sing and play notes with accurate pitch and rhythm. I can use changes in tempo and dynamics to make my performance expressive. I can perform my part confidently as part of an ensemble whilst others play their parts.	Do the children have a secure pulse, rhythmic accuracy and ensemble awareness during warm-ups and performances? Listen for even quavers, confident syncopation, and balance between rhythmic layers. Assess group coordination, starting and stopping together, responsiveness to cues, and dynamic control. Review group compositions and graphic scores for contrast, structure, and ensure they are played in time. Use audio/video snippets to track progress. Encourage peer and self-feedback.	● Focused Listening	Connection & Reaction Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, ★ Timbre, ★ Texture, ★ Tempo, ★ Structure
			★ Singing	★ Singing / Chanting Rapping
			★ Instrumental Practice	★ Handheld percussion ★ Glockenspiel ★ Recorder
			★ Notation	Symbolic ★ Rhythmic ★ Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 5: Music And Sound (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 1)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. 2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	I can listen carefully to different pieces of music and identify similarities, differences, and can start to describe the pieces in relation to timbre, tempo, structure and dynamics. I know Vivaldi composed during the Baroque era. I can contribute ideas to my group's composition, creating a short melody or a repeating rhythm pattern, called an ostinato. I can help create a structure for our music by putting our ideas into different sections and help notate them on a graphic score. I can rehearse with my group, helping to improve our piece by adjusting the tempo and dynamics, and choosing instruments with the right timbre. I can perform our composition confidently as part of an ensemble, using music and movement to communicate our theme to the audience.	Can children describe tempo, pitch, and timbre using simple language and recognise differences between two musical pieces? Can children keep a steady beat through walking, clapping, or tapping? Monitor accuracy and fluency when playing B, A, and G, and listen for correct dynamics, tempo, and expressive delivery. Evaluate ensemble awareness, including timing, cohesion, and balance. Encourage reflective discussion about expressiveness and group support.	★ Focused Listening	★ Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, ★ Timbre, ★ Texture, ★ Tempo, ★ Structure
			Singing	Singing / Chanting Rapping
			★ Instrumental Practice	Handheld percussion Glockenspiel Recorder
			★ Notation	★ Symbolic Rhythmic Melodic
			● Improvise	● Rhythmic ● Melodic
			★ Compose	Music Explore Rhythm Grids YuStudio Percussion Writer ★ Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 6: Sound Exploration (featuring RSNO's Sounds Of The Deep)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song.	I can listen to different pieces of music and confidently use musical vocabulary linked to pitch, tempo, dynamics, and timbre to describe what I hear. I can respond to music in different ways, such as by creating artwork or using movement to show changes in the sound. I can make my own music, like fanfares or sea shanties, using instruments, sounds, and my ideas related to melody and pitch. I can notice changes in the music like tempo and dynamics, and use my voice, body, or instruments to show them. I can plan and perform a show using music, movement, and art to share a story or idea with my friends or audience.	Can children apply tempo and dynamics? Note their confidence, teamwork, and group actions during the song chorus. Assess their ability to accurately describe pitch and timbre Use questioning and listening discussions to explore preferences and understanding. Encourage self-reflection on favourite moments and one thing learned. Use discussion prompts to gauge how music supported meaning and learning.	★ Focused Listening	★ Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, ★ Timbre, Texture, ★ Tempo, Structure
			● Singing	● Singing / Chanting Rapping
			★ Instrumental Practice	Handheld percussion ★ Glockenspiel Recorder
			Notation	Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			● Compose	Music Explore ★ Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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