

## Music Progression

<b>Year 3</b>			
	<b>Improvise and Compose</b>	<b>Sing and Play</b>	<b>Listen and Appraise</b>
<b>Term 1</b>	<p>Compose a pentatonic ostinato.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p>	<p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Sing by improvising simple melodies and rhythms.</p>	<p>Listen and identify where notes in the melody of the song go down and up.</p> <p>Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p>
<b>Term 2</b>	<p>Compose a 4-beat rhythm pattern to play during instrumental sections of a song.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p> <p>Explore ways to create word-based pieces of music</p> <p>Explore ways to communicate atmosphere and effect.</p>	<p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p> <p>Play a one-note part, contributing to the chords accompanying the verses.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Sing Part 2 of a partner song rhythmically.</p> <p>Adopt a rhythmic accompaniment while singing.</p> <p>Play repeating rhythmic patterns.</p> <p>Count musically.</p>	<p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>Experience call and response patterns through moving with a partner.</p> <p>Listen and compare how different composers have approached creating word-based compositions.</p>

<p><b>Term 3</b></p>	<p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, and follow a 'score'.</p>	<p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</p> <p>Sing solo or in a pair in call-and-response style.</p>	<p>Recognise and copy rhythms and pitches C-D-E. Move in time with the beat of the music.</p> <p>Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).</p> <p>Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</p>
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