

(Charanga scheme) Music Progression map – Year 3

	NC Objective	Prior knowledge and skills	New knowledge and skills
Aut 1	<ul style="list-style-type: none"> <li>Pupils should be taught to:</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> </ul>	<ul style="list-style-type: none"> <li>Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience</li> <li>Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li> <li>Children can march in time with the pulse.</li> <li>Children can be an animal to keep the pulse.</li> <li>Children can be a pop star to keep the pulse.</li> <li>Children can sing in two parts confidently</li> <li>Children play C or E+G on an instrument accurately and in time as part of a performance.</li> <li>Children will know how to improvise in lessons and as part of a performance using C+D</li> <li>Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D or C+D+E</li> <li>Children know how to introduce a performance to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Children understand the terminology: structure, introduction, verse, chorus, synthesizer, hook</li> <li>Children to know how to identify the structure of a piece of music including introduction, verse and chorus.</li> <li>Children know how to dance and sway to demonstrate the pulse.</li> <li>Children can play and copy back using notes C+D</li> <li>Children know how to play instrumental parts by ear or notation using C+D+E</li> <li>Children will know how to improvise in lessons and as part of a performance using C+D+E</li> <li>Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D+E or C+D+E+F+G</li> <li>Children can make choices about how to introduce a performance.</li> <li>Children know RnB is a mixture of Soul, Hip Hop and Gospel music.</li> <li>Children can name a variety of RnB singers including Beyoncé, Usher, Rihanna and Stevie Wonder.</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>Pupils should be taught to:</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> </ul>	<ul style="list-style-type: none"> <li>Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, structure, introduction, verse, chorus, synthesizer, hook</li> <li>Children know how to play instrumental parts by ear or notation using C+D+E</li> <li>Children know how to introduce a performance to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Children understand the terminology: texture</li> <li>To know how to read and play the notes C+D+E+F</li> <li>To learn to play a variety of tunes.</li> <li>To improvise a blues piece using notes C+D</li> <li>Children can inform an audience how they have learnt the music and why.</li> <li>Children can record and begin to evaluate their performance.</li> </ul>

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Spr 1		<ul style="list-style-type: none"> <li>• Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, structure, introduction, verse, chorus, synthesizer, hook, texture</li> <li>• Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li> <li>• Children can march in time with the pulse.</li> <li>• Children can be an animal to keep the pulse.</li> <li>• Children can be a pop star to keep the pulse.</li> <li>• Children know how to dance and sway to demonstrate the pulse</li> <li>• Children to know how to identify the structure of a piece of music including introduction, verse and chorus.</li> <li>• Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar</li> <li>• Children can play and copy back using notes C+D</li> <li>• Children can sing in unison</li> <li>• Children know how to play instrumental parts by ear or notation using C+D+E</li> <li>• Children will know how to improvise in lessons and as part of a performance using C+D+E</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D+E or C+D+E+F+G</li> <li>• Children can make choices about how to introduce a performance.</li> <li>• Children can record and begin to evaluate their performance.</li> <li>• Children begin to add their own actions to a performance.</li> <li>• Children know how to perform actions and sing simultaneously</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand the terminology: organ, backing vocals, riff, reggae</li> <li>• Children know Bob Marley is one of the most famous performers of Roots Reggae music and how he has helped spread both Jamaican music and the Rastafari movement worldwide.</li> </ul>
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Spr 2		<ul style="list-style-type: none"> <li>• Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, structure, introduction, verse, chorus, synthesizer, hook, texture, organ, backing vocals, riff, reggae</li> <li>• Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar</li> <li>• Children can play and copy back using notes C+D</li> <li>• Children can sing in two parts confidently</li> <li>• Children know how to play instrumental parts by ear or notation using C+D+E</li> <li>• Children will know how to improvise in lessons and as part of a performance using C+D+E</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D+E or C+D+E+F+G</li> <li>• Children can make choices about how to introduce a performance.</li> <li>• Children can inform an audience how they have learnt the music and why.</li> <li>• Children can record and begin to evaluate their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand the terminology: Pentatonic scale,</li> <li>• Children can recognise and name two or more instruments they hear including female singers</li> <li>• Children can identify a story told by a song.</li> <li>• Children can play and copy back using notes G+A</li> <li>• Children know how to play instrumental parts by ear or notation using G+A+B</li> <li>• Children will know how to improvise in lessons and as part of a performance using G+A+B</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using G+A+B or D+E+G+A+B</li> <li>• To know the features of traditional folk tunes.</li> </ul>
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Sum 1		<ul style="list-style-type: none"> <li>• Children understand the terminology: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, structure, introduction, verse, chorus, synthesizer, hook, texture, pentatonic scale</li> <li>• Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li> <li>• Children can march in time with the pulse.</li> <li>• Children can be an animal to keep the pulse.</li> <li>• Children can be a pop star to keep the pulse.</li> <li>• Children know how to dance and sway to demonstrate the pulse</li> <li>• Children to know how to identify the structure of a piece of music including introduction, verse and chorus.</li> <li>• Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar, female singer</li> <li>• Children can play and copy back using notes C+D</li> <li>• Children can sing in two parts confidently</li> <li>• Children know how to play instrumental parts by ear or notation using G+A+B</li> <li>• Children will know how to improvise in lessons and as part of a performance using G+A+B</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D+E or C+D+E+F+G</li> <li>• Children can make choices about how to introduce a performance.</li> <li>• Children can inform an audience how they have learnt the music and why.</li> <li>• Children can record and begin to evaluate their performance</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand the terminology: disco</li> <li>• Children can play and copy back using notes C+A</li> <li>• Children know how to play instrumental parts by ear or notation using C+A+G</li> <li>• Children will know how to improvise in lessons and as part of a performance using C+A</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using C+A+G or C+D+E+G+A (Pentatonic scale)</li> <li>• Children know disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Children know that disco first appeared in the 1970s in New York.</li> </ul>
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Sum 2		Consolidation of skills and knowledge for year 3.
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