



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 3

Subject: Music

<p>Unit Curriculum Strand</p> <p>→</p> <p>↓</p>	<p>Autumn: (1) Let Your Spirit Fly (Joanna Mangona - no release date as written for classroom use) & (2) Glockenspiel Stage 1 (variety of music. E.g. Learn to Play, DeeCees Blues - no dates)</p>	<p>Spring: (3) Three Little Birds (Bob Marley, 1977) & (4) The Dragon Song (Joanna Mangona and Pete Readman - no date - made for use in schools)</p>	<p>Summer: (5) Bringing Us Together (Joanna Mangona and Pete Readman - no date - made for use in schools) & (6) Reflect, Rewind and Replay (Variety of music, including classical, from different time periods. E.g. L'homme Arme by Robert Morton, 15th Century and Les Tricoteuses by Francois Couperin, 1600-1700s)</p>
<p>Singing and playing (with technical accuracy, expression and control)</p>	<p>Children can...</p> <ul style="list-style-type: none"> Say what they like about singing and playing music (1-6) Keep quite well in tune when singing/playing basic songs (1-6) Keep a steady pulse when they are tapping, clapping and marching (1-6) Play the notes E and D by looking at the staff notation (2) <p>Children know...</p> <ul style="list-style-type: none"> There are different levels of pitch in various musical pieces (1-6) The pulse is the steady beat of a piece of music (1-6) 		
<p>Exploring sounds; creating and composing music</p>	<p>Children can...</p> <ul style="list-style-type: none"> make changes in timbre, tempo, pitch and dynamics when singing and playing instruments (1-6) name some instruments when they hear them being played. (1-6) improvise their own music, using up to three musical notes, whilst using the improvisation tracks provided on Charanga (2,3,4 & 5) <p>Children know...</p> <ul style="list-style-type: none"> tempo means speed of music (5-6) pitch means high/low notes (5-6) dynamics means volume of music (5-6) 		
<p>Rehearsing and performing</p>	<p>Children can...</p> <ul style="list-style-type: none"> share their ideas and listen to other children's ideas when composing music (2-5) follow and suggest simple musical instruments and actions (2-5) <p>Children know...</p> <ul style="list-style-type: none"> they need to be aware of the audience when performing (i.e. face the audience) (1-6) that actions/symbols can represent which instrument to play (2-5) the best place to be when performing and how to stand or sit (1-6) 		
<p>Listening and responding</p>	<p>Children can...</p> <ul style="list-style-type: none"> listen carefully to a variety of live and recorded music and can join in and move to it, play, sing and make signs in response (1-6) make movements that represent sounds (e.g. move like a snake, grow like a tree in response to music) (1-6) <p>Children know....</p> <ul style="list-style-type: none"> why they like/dislike a certain piece of music (1-6) the period in which certain music was composed in history (4,5 and 6) 		

