



Music Year 3 Long Term Plan

Themes (No. of weeks/Term)	Autumn 1 Harvest Celebration	Autumn 2 Instrument of the Orchestra	Spring 1 Recorder Skills	Spring 2 Easter Celebration	Summer 1 Peter and the Wolf	Summer 2 Composition Skills
	Learning the meaning of pitch, rhythm and pulse. Singing different styles of songs with an awareness of their subject (e.g. Halloween)	Investigating instrumental families and sounds; Christmas Songs – developing singing skills.	Performance development and notation reading skills development	Developing singing and improving recorder skills.	Music Appraisal; developing understanding of imagery in music.	Rhythm Grids and Graphic Notation
Substantive Knowledge/skills Substantive Knowledge The technical facts, vocabulary, and theoretical components of music. This involves learning the technical elements, musical terminology, and building a repertoire of knowledge across different styles. Inter-related Dimensions of Music: Understanding pulse, rhythm, pitch, tempo, dynamics, timbre, texture, and structure. Notation: Using staff notation and other systems (e.g., symbols, rhythm grids). Context & History: Familiarity with high-quality live/recorded music from different traditions, cultures, and	By the end of this unit: • I am beginning to understand the meaning of rhythm and can explain this in simple terms. • I am beginning to understand the meaning of pulse/beat and can explain this in simple terms. • I am beginning to understand the meaning of tempo and can explain this in simple terms. • I can explain in simple terms the concept of the 'thinking voice' • I can explain simply what the word pitch means • I understand and can explain the need for accurate pitch.	• I can explain in simple terms how changes in the style of music can help represent an image or idea? (Halloween) • I can understand and describe how rhythms can be represented in a grid • I can demonstrate my developing understanding of rhythm by describing patterns in music. • I can recognise and name some of the instruments found in an orchestra	• <i>I can recognise and name members of the woodwind family</i> • <i>I can name the parts of a recorder.</i> • <i>I can describe in simple terms how sound is produced on a recorder.</i> • <i>I can explain the meaning of dynamics.</i> • <i>I can explain in simple terms why are there dynamics in music.</i> • <i>I can identify the difference between the notes A and B on a stave.</i> • <i>I am able to describe in simple terms how a time signature works.</i> • I can create a mnemonic to help remember the notes on the stave.	• <i>I am able to recognise the notes A and B on a stave.</i> • <i>I understand and can describe how a round song differs to a regular song.</i>	Listening and Appraisal • <i>I can recognise and name a range of instruments of the orchestra.</i> • <i>I understand and can name which 'family' instruments belong to.</i> • <i>I can explain that composers can create imagery for a listener through their choices of instrumentation and style, giving some examples of this.</i>	Composition • I understand, and can explain in simple terms, the meaning of timbre. • I can describe how dynamics have changed in a short melody. • I can describe what an ostinato is. • I can accurately interpret shapes and symbols used in graphic notation.



periods (e.g., great composers). Musical Vocabulary: Using correct terminology (e.g., crescendo, allegro, texture)	• I can explain why it is important to sing words clearly. • I can explain simply the meaning of dynamics. • I explain in simple terms how a brass instrument works • I can describe how instruments from the brass family can be different in appearance and produce higher/ lower sounds. • I can explain in simple terms how changes in the style of music can help represent an image or idea (Halloween)					
Disciplinary Knowledge Specific to that unit (musicianship" skills of how to apply, create, and interpret sound. It is the "how"—applying the substantive facts through composing, performing, and listening, enabling students to act as musicians.)	• I am able to maintain a steady beat whilst clapping a range of rhythms. • I can demonstrate my understanding of pitch by stating when a sound gets higher/ lower • I can recognise changes in pitch, dynamics and tempo. • I am developing my singing ability by singing with accurate pitch. • I am able to demonstrate my listening skills by	Composition • I can represent changes in rhythm using graphic notation in a Rhythm Grid Listening and Appraisal • I can hear changes in pitch, dynamics, rhythm and tempo. • I can recognise the appearance and sound of a range of musical instruments. Singing • I can sing a range of songs, including those from different eras • I have developed my singing ability, including	Performance • I know how to hold a recorder and can demonstrate this. • I can play a one-note melody on a recorder. • I can play a simple melody on a recorder by reading basic notation linked to the rhythm or words. • I am sometimes able to articulate notes using a 'do' tongue. • I can play songs using more controlled breathing and an awareness of dynamics. • I can play a simple melody on a recorder,	Performance • I can play a simple melody on a recorder, using the notes A and B. • I can play the note G on a recorder • I can play an [Easter song] accompaniment on a recorder using the notes G, A and B? Listening • I am able to hear and describe changes in duration and pitch. Singing and Performance	Listening and Appraisal • I can listen to and appreciate music from different countries and cultures around the world, demonstrating this through discussions or explanation. • I can listen to and respond to the music of Peter and the Wolf. • <i>I can recognise the sounds made by some instruments of the orchestra.</i> • <i>I am developing an appreciation of a broad range of music,</i>	Composition • I can create rhythm grids using both graphic and formal notation. • I can compose, edit and rehearse a graphic score using a variety of percussion instruments. Performance • I can perform a graphic score using a range of tuned and untuned percussion. • I can perform a simple ostinato on a recorder.



	recognising changes in pitch Listening I begin to recognise the appearance and sound of a range of musical instruments? I begin to understand how composers can create imagery in music through their choices of instrument and melody? (Peter and the Wolf) Singing • I can sing Harvest-themed songs with strong projection, increasingly accurate pitch and a clearer enunciation of lyrics. (Harvest Assembly)	accuracy of pitching and enunciation of words • I can sing (Christmas) songs with accurate pitch, strong projection and a clear enunciation of lyrics	using the notes A and B, using the first and second finger of the left hand. • I can consolidate recorder playing skills by playing a selection of simple melodies.	• I can consolidate my singing skills in performing a range of Easter-themed songs. • I can sing Easter songs with increasingly accurate pitch, strong projection and clearly pronounced words. • I can perform a song as a round (Hot Cross Buns)	<i>including classical demonstrating this through discussions or explanation.</i> • I can interpret increasingly complex graphic notation, including quavers, crotchets and rests. • <i>I can create a short melody on Garage Band which effectively represents a character from Peter and the Wolf</i> • <i>I can compose music which accompanies a story, recognising how choices of instrument and style can create different imagery.</i> Performance • <i>I can perform music to accompany a story, playing a variety of tuned and untuned percussion.</i>	Listening • I can hear and describe changes in dynamics in a short melody.
Key vocabulary	Pitch; pulse; rhythm; tempo; dynamics; Thinking Voice; melody; lyrics; higher/lower; brass	Pitch; Jazz, pop, classical, orchestra, families of instruments; string, brass, percussion, woodwind;	Pitch; pulse; recorder; notation; stave; woodwind; crotchet; quaver	Easter; projection; higher/lower; stave; notation; crotchet; quaver; round; harmony	Composers; Peter and the Wolf; imagery; flute; clarinet; bassoon; oboe; timpani; French horn;	notation; graphic notation; composition; rhythm grid; duration; performance; ostinato
Cross Curricular Opportunities	In learning songs in a range of styles, children call upon geography skills and learn cultural differences. The Harvest focus incorporates religious ideas from the Christian faith.	The focus on instruments of the orchestra draws upon historical evidence and the role of music in western society. Christmas songs incorporate the Christian story. Scientific principles of sound through	Early investigation into notation incorporate mathematical knowledge.	Links with Christian religious festivals in study of Easter songs. Investigation into sound continued in learning recorder and way in which sound is created differently to other	Geographical and historical knowledge drawn upon in learning of origin of Peter and the Wolf (Russia, early 20C). Early investigation of imagery linked to literacy through vocabulary and descriptions of things	Rhythm grid work and consideration of duration and timbre in instrument choices linked to sound in science.





	• Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.
Adaptions for GD pupils	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children



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Resources/Approaches	Collins Hub used for some starter activities. Link to be found on each desktop with login and password saved. Starter activities listed as 'Skill Builders' and highly effective for teaching elements such as pitch, beat, duration etc. Majority of resources created by Music Co-ordinator and found on Shared Area, e.g. Year 6 Samba resources, including website links and all worksheets, located in Google Drive/ Staff Area/ N Robson 2025-26/ Mr Robson Resources 2025-26/ Music Year 6/ Summer Term 1st half 2026/ Samba. Majority of songs used from 'Out of the Ark' music books, with vocal and backing tracks – licenced for performance by school.					
Career Links	Instrumentalist, secondary music teacher, primary teacher, vocalist, sound engineer, theatre performer.					