

**Music – Medium Term Planning YEAR 3/4 (2025-2026) A**

	Autumn		Spring		Summer	
	1.1	1.2	2.1	2.2	3.1	3.2
Unit	<b>Mamma Mia</b>	<b>Glockenspiel Stage 2</b>	<b>Stop!</b>	<b>Lean On Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind and Replay</b>
Topic and cross curricular links	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Introduction to the language of music, theory and composition.	Composition, bullying.	Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	Civil rights. The development of Pop music.	Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
Progression statements	<b>Listening and Appraising</b>		<b>Singing</b>		<b>Playing Instruments</b>	
Year 3	<b>Knowledge:</b> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about		<b>Knowledge:</b> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow		<b>Knowledge:</b> To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	

	<p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p> <p><b>Skills:</b></p> <p>To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>To know why you must warm up your voice</p> <p><b>Skills:</b></p> <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p>	<p><b>Skills:</b></p> <p>To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.</p>
<p>Year 4 (highlighted statements are the same as previous year)</p>	<p><b>Knowledge:</b></p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about.</p>	<p><b>Knowledge:</b></p> <p>To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group</p>	<p><b>Knowledge:</b></p> <p>To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p><b>Skills:</b></p> <p>To treat instruments carefully and with respect.</p>

	<p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.</p> <p><b>Skills:</b></p> <p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p>	<p>To know why you must warm up your voice</p> <p><b>Skills:</b></p> <p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.</p>	<p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.</p>
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