

Music – Medium Term Planning YEAR 3/4 (2026- 27) **B**

Year 3/4 2025-26 (B)	Autumn		Spring		Summer	
	1.1	1.2	2.1	2.2	3.1	3.2
Unit	Let your spirit fly	Glockenspiel 1	Three little birds	The dragon song	Bring us together	Reflect, Rewind and Replay
Topic and cross curricular links	R&B, Western Classical, Musicals, Motown, Soul Historical context of musical styles.	Introduction to the language of music, theory and composition.	Reggae Animals, Jamaica, poetry and the historical context of musical styles	A little bit funky and music from around the world. Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.	Disco Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.	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	Listening and Appraising		Singing		Playing Instruments	
Year 3	Knowledge: 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 -Any musical dimensions featured in the song, and where they		Knowledge: 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		Knowledge: To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder) Skills: To treat instruments carefully and with respect.	

	<p>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>Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</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>Skills:</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>
<p>Year 4 (highlighted statements are the same as previous year)</p>	<p>Knowledge:</p> <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <p>-Its lyrics: what the song is about</p> <p>-Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>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>Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</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>Texture: How a solo singer makes a thinner texture than a large group</p> <p>To know why you must warm up your voice</p> <p>Skills:</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, a recorder or xylophone)</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Skills:</p> <p>To treat instruments carefully and with respect.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>

	<p>songs eg if the song gets louder in the chorus (dynamics).</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	To listen to the group when singing.	<p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>
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