



Curriculum Plan – Year 3 - Music

Please find below a detailed outline of the curriculum covered in Music through Year 2025/26 in Year 3. The Year 3 Music curriculum develops students' awareness of pulse, rhythm, pitch, and expressive performance through engaging seasonal, cultural and musical themes. Pupils build confidence performing individually and as part of an ensemble, explore musical contrasts, and begin to recognise how music can reflect different emotions, stories, and traditions.

Block	1 & 2	3	4 & 5	6 & 7
Dates	25/08-24/10 (8 weeks)	03/11-17/12 (7 weeks)	06/01-03/04 (12 weeks)	13/04-24/06 (11 weeks)
Topics	<p>Autumn – Seasonal Music</p> <p>Students explore how music can describe seasonal changes and moods. They develop pulse and rhythm control through movement, singing and untuned percussion. Students experiment with dynamics, tempo and simple structure to create class compositions that reflect the sounds and feel of autumn.</p> <p>Listening and Appraising: Vivaldi – Autumn (from Four Seasons)</p>	<p>Festivals and Celebrations</p> <p>Students explore music from a variety of world festivals and celebrations. They learn seasonal songs linked to events such as Chinese New Year, PUST and Easter. Through singing and simple instrumental accompaniment, students develop confidence performing as a group, following conductor signals, and using dynamics and expression to reflect the mood of each celebration.</p> <p>Listening and Appraising: I Am The Music Man</p>	<p>Patterns</p> <p>Students explore repeating patterns in rhythm and melody, learning how repetition helps structure music. They create rhythmic ostinatos and melodic phrases, combining these patterns in small group performances using tuned and untuned percussion. Students also explore contrasts in tempo, pitch and dynamics to add interest and variety to their compositions.</p> <p>Listening and Appraising: Let It Go – Frozen</p>	<p>Music and Movement</p> <p>In this unit, students explore how music can create movement and how movement can help express and reinforce musical elements such as pulse, rhythm, dynamics, and phrasing. They will combine simple dance, body percussion, and instrumental patterns to create short performances that link sound and action. This unit will also help students to strengthen their ensemble awareness, timing, and coordination.</p> <p>Listening and Appraising: In the Hall of the Mountain King – Grieg</p>
Assessments	Seasonal Composition Task	Festival Singing and Performance Task	Pattern Performance Task	Movement and Rhythm Performance Task



	Students compose and perform a short class piece based on autumn, demonstrating control of pulse, dynamics and group coordination.	Students perform festival songs with clear pitch, confident singing, and expressive use of dynamics and phrasing.	Students create and perform a group piece using rhythmic and melodic patterns, demonstrating accurate repetition, contrast, and ensemble awareness.	Students create a short group piece combining body percussion, movement, and percussion instruments. Assessment focuses on accuracy of rhythm, coordination, and responsiveness to musical changes.
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Key Learning Outcomes:

- Maintain a steady pulse and perform rhythm patterns confidently.
- Sing with clear pitch, phrasing, and expressive dynamics.
- Explore and create rhythmic and melodic patterns using repetition and contrast.
- Compose and perform short pieces using simple structures and patterns.
- Coordinate movement, body percussion, and instruments in ensemble performance.
- Perform in an ensemble with good listening, timing, and coordination.
- Use musical vocabulary to describe, evaluate, and discuss performances.
- Listen and respond to a variety of seasonal, cultural, and programme music.

This curriculum builds a secure foundation for Year 4, developing key skills in rhythm, melody, movement, composition, performance, and listening.