ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 3

2026-2027

Every half term	Oak curriculum sequence	Weekly lesson	Assessment and evidence
1 Music lesson weekly (approximately 60 minutes)	1 Oak unit per half term 6 sequenced lessons	Practical music-making: singing, playing, composing, improvising, listening and performing	Oak starter/exit checks where appropriate; teacher observation; performance; pupil reflection

Whole-School Non-Negotiables for Music	
• One planned music lesson each week • Practical music-making at the heart of lessons • Regular singing and vocal warm-ups • Safe, purposeful routines for instruments • Explicit teaching and revisiting of musical vocabulary	• Opportunities to listen, appraise and respond to a diverse range of music • Retrieval of prior musical knowledge and skills • Ensemble work that develops pulse, accuracy and balance • Composition/improvisation recorded or performed where appropriate • Performance and reflection built into each half-term unit

Progress	Adaptive Teaching	Formative Assessment	Rich and Ambitious Vocabulary
Progress is achieved through careful sequencing. Pupils revisit pulse, rhythm, pitch, texture, notation, composition and performance with increasing independence and complexity.	Maintain high musical expectations while adapting through modelling, echo/call-and-response, reduced parts, visual notation, paired rehearsal, alternative instruments and extension challenges.	Use questioning, listening, observation, starter/exit checks, peer feedback, performance evidence and pupil reflection to identify misconceptions and next steps.	Teach subject-specific vocabulary explicitly, display it, model precise use, and revisit words in practical contexts so pupils can talk confidently about the music they hear, create and perform.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 3

AUTUMN 1 – YEAR 3					
Oak National Academy unit: Start with playing: adding percussive layers to build texture in our songs 6 lessons | 1 lesson per week | approximately 60 minutes					
Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Chanting and singing in time	I can chant and sing with a secure sense of pulse.	Knowledge: A pulse is the steady beat underlying music. Skill: Keep the pulse while chanting and singing together.	pulse / chant / sing / in time / ensemble	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Adding simple instrumental parts to songs and chants	I can use percussion instruments to add musical punctuation to songs and chants.	Knowledge: Musical punctuation uses short sounds to mark a point in a song or chant. Skill: Choose and play untuned percussion at agreed moments without losing the pulse.	percussion / punctuation / instrument / chant / song	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Building texture with a rhythmic ostinato	I can play a rhythmic ostinato and chant at the same time.	Knowledge: A rhythmic ostinato is a repeated rhythm; a new layer thickens texture. Skill: Maintain an ostinato on percussion while chanting.	texture / rhythmic ostinato / chant / layer / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Playing and singing simultaneously	I can play a rhythmic ostinato and sing at the same time.	Knowledge: Two musical parts can happen at the same time. Skill: Sing a song and maintain a separate repeated percussion rhythm together.	ostinato / simultaneous / sing / play / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Rehearsing layers of unpitched accompaniments under a chant	I can build layers of percussion under a chant as part of an ensemble and know this creates a thicker texture.	Knowledge: Several unpitched parts create a thicker texture beneath a chant. Skill: Rehearse different percussion layers; enter together and balance the sound under chanting.	unpitched / accompaniment / layers / texture / ensemble	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Rehearsing layers of unpitched accompaniments under a song	I can build layers of percussion under a song as part of an ensemble and know this creates a thicker texture.	Knowledge: Layers of percussion can accompany singing without covering the melody. Skill: Sustain, balance and refine instrumental parts beneath a song in an ensemble.	rehearse / percussion / accompaniment / texture / ensemble	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 3

AUTUMN 2 – YEAR 3

Oak National Academy unit: Singing together: how songs are used in communities
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Singing together to build a community	I can take part in singing games and understand that singing games can be used to strengthen communities.	Knowledge: Shared songs and singing games help people participate together. Skill: Join a group singing game, following the musical rules and keeping a shared pulse.	community / singing game / together / pulse / voice	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Songs that bring people together	I can participate in playground singing games and know that these can be used to bring communities together.	Knowledge: Playground songs are one way communities make music together. Skill: Participate in playground singing games, coordinating singing and actions with others.	playground song / community / singing / together / game	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Singing together bonds us together	I can name some different places where children may sing together and can participate in singing rounds.	Knowledge: A round repeats the same melody, with groups beginning at different times. Skill: Sing a simple round and identify other places where groups sing together.	round / community / singing / together / structure	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Singing together to celebrate	I understand that singing can be a powerful way for communities to celebrate and to improve well-being.	Knowledge: Communities use songs to celebrate and share experiences. Skill: Sing a celebration song together and explain how participating might make people feel.	celebrate / community / well-being / expression / song	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Singing together as a school community	I understand how changing dynamics and using my voice in different ways can help capture the character of the music.	Knowledge: Dynamics and vocal tone help convey a song's character. Skill: Change volume and vocal expression appropriately while maintaining a clear singing sound.	dynamics / character / voice / expression / performance	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Performing together as a school community	I can choose appropriate dynamics and use my voice in different ways to create a powerful performance for an audience.	Knowledge: A musical performance can bring a community together. Skill: Choose and use dynamics and expressive singing for an audience; sustain the group pulse.	performance / audience / dynamics / expression / ensemble	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 3

SPRING 1 – YEAR 3					
Oak National Academy unit: Compose and Create: notating and performing using rhythm grids 6 lessons | 1 lesson per week | approximately 60 minutes					
Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Rhythm grids as a form of notation	I can perform from a simple rhythm grid as part of an ensemble.	Knowledge: A rhythm grid uses symbols or positions to show when sounds occur. Skill: Follow a simple grid and play the indicated pattern in time with others.	rhythm grid / notation / perform / ensemble / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Rhythm and beat on rhythm grids	I can read and perform Ta and Ta-di rhythms using a rhythm grid.	Knowledge: The beat is steady; Ta is one beat and Ta-di is two equal sounds in a beat. Skill: Read and perform Ta and Ta-di patterns from a rhythm grid.	Ta / Ta-di / rhythm / beat / grid	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Rhythm grids and the subdivision of the beat	I can decode and compose rhythm grid notation that shows the subdivision of the beat.	Knowledge: Subdividing a beat divides its duration into smaller parts. Skill: Decode and compose a grid containing one- and two-sound beats, then perform it accurately.	subdivision / beat / decode / compose / notation	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Decoding more complex rhythm grids	I can read and compose rhythm grid notation that includes many symbols.	Knowledge: Different grid symbols represent different sounds or actions. Skill: Interpret a more complex grid and select symbols to create a readable rhythmic pattern.	decode / symbol / rhythm grid / compose / notation	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Reading stick notation on rhythm grids	I can read and perform from body percussion and stick notation rhythm grids.	Knowledge: Stick notation and body-percussion symbols can show rhythmic patterns. Skill: Read and perform the correct body-percussion sounds from a stick-notation grid.	stick notation / body percussion / rhythm grid / perform / read	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Composing and notating on rhythm grids	I can compose and refine a rhythm composition using stick notation on a rhythm grid.	Knowledge: Notation allows a rhythm to be saved, shared and refined. Skill: Compose, notate, test and improve a rhythm on a grid using stick notation.	compose / refine / stick notation / rhythm / notation	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 3

SPRING 2 – YEAR 3

Oak National Academy unit: Playing together: building texture with melody, drone and ostinato
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Identifying different layers of accompaniment within a piece of music	I can identify different layers of sound under songs and in music.	Knowledge: Texture describes the layers heard in a piece; accompaniment supports a melody. Skill: Listen and identify distinct instrumental or vocal layers beneath a song.	layers / accompaniment / texture / identify / listen	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Drone accompaniments to songs	I can add to the texture of a song by playing a drone.	Knowledge: A drone is a sustained or repeatedly sounded pitch that supports a melody. Skill: Play a steady drone underneath a song and listen for balance.	drone / accompaniment / texture / song / pitch	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Layering simple accompaniments to create a thicker texture	I can add to the texture of a song by playing a simple ostinato.	Knowledge: An ostinato is a short repeated pattern that adds another layer. Skill: Keep a simple repeated accompaniment going with a drone and song.	ostinato / texture / layer / accompaniment / repeat	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Melodic ostinato accompaniments to songs	I can add to the texture of a song by playing a simple melodic ostinato.	Knowledge: A melodic ostinato repeats a pitched pattern, rather than only a rhythm. Skill: Play a pitched ostinato accurately beneath a song.	melodic ostinato / melody / texture / accompaniment / pitch	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Playing a melodic ostinato and singing simultaneously	I can play a melodic ostinato whilst singing at the same time.	Knowledge: Singing and playing different parts simultaneously needs a shared pulse. Skill: Sing while independently maintaining a melodic ostinato.	simultaneously / melodic ostinato / singing / pulse / coordination	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Rehearsing songs with layers of instrumental accompaniments	I can rehearse, sing and play as part of an ensemble performance.	Knowledge: Drone, ostinato and melody create a layered ensemble texture. Skill: Rehearse, balance and perform the accompaniment layers and song together.	rehearse / ensemble / layers / accompaniment / performance	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

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ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 3

SUMMER 1 – YEAR 3

Oak National Academy unit: Compose and Create: major pentatonic melodies
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Singing major pentatonic folk songs	I can sing folk songs with accuracy of pitch and pulse.	Knowledge: Folk songs can use the five-note major pentatonic scale. Skill: Learn and sing a folk song with accurate pitch and a steady pulse.	pentatonic / folk song / pitch / pulse / accuracy	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Singing and identifying the major pentatonic scale	I can sing major pentatonic folk songs and know that the major pentatonic is a five note scale.	Knowledge: The major pentatonic scale has five notes: do, re, mi, so and la. Skill: Sing and identify its ascending and descending pitch pattern in a folk song.	major pentatonic / scale / five notes / pitch / folk song	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Playing a dotted rhythm major pentatonic melody	I can sing and play a major pentatonic melody that uses dotted rhythms (Ta-mi).	Knowledge: Ta-mi is a one-beat, long-short dotted rhythm, unlike equal Ta-di. Skill: Sing and play a pentatonic melody using Ta-mi with secure pulse.	dotted rhythm / Ta-mi / pentatonic / melody / play	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Notating a dotted rhythm major pentatonic melody	I can sing, play, read and notate a major pentatonic melody that uses dotted rhythms (Ta-mi).	Knowledge: A melody's pitches and rhythms can be represented in notation. Skill: Read, play and notate a pentatonic melody containing Ta-mi rhythms.	notate / stave / dotted rhythm / pentatonic / melody	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Improvising a major pentatonic melody	I can create stylistic improvisations using the major pentatonic scale and dotted rhythms (Ta-mi).	Knowledge: Improvisation means creating music in the moment within agreed notes or rhythms. Skill: Improvise phrases using the five pentatonic notes and Ta-mi where appropriate.	improvise / pentatonic / Ta-mi / stylistic / melody	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Composing a major pentatonic melody	I can compose, notate and perform a major pentatonic melody that uses dotted rhythms (Ta-mi).	Knowledge: Composition develops and refines ideas over time; notation preserves them. Skill: Compose, notate, rehearse and perform a pentatonic melody with Ta-mi.	compose / notate / perform / pentatonic / dotted rhythm	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection

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ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 3

SUMMER 2 – YEAR 3

Oak National Academy unit: Singing for performance: holding a second part in rounds and partner songs
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Rounds as a singing structure	I can follow the structure of a round and know that everybody sings the same melody but at different times.	Knowledge: In a round, groups sing the same melody but enter at different times. Skill: Follow the entrances and sing the melody with a steady pulse.	round / structure / melody / layers / singing	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 2	Partner songs as a singing structure	I can identify the different songs being sung in partner songs and know that a partner song is when two or more songs are sung at the same time.	Knowledge: Partner songs layer two or more different songs at the same time. Skill: Hear and name the separate melodies while singing a partner song.	partner song / structure / parts / melody / texture	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 3	Following a conductor when singing rounds	I can follow a conductor when singing a round to know when it's my turn to sing.	Knowledge: A conductor gives cues for entrances and timing. Skill: Watch and respond to conducting signals to enter accurately in a round.	conductor / round / cue / part / pulse	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 4	Singing partner songs	I can hold my part confidently in a partner song and can hear how my part adds to a thicker texture.	Knowledge: Independent melodies combine to make a thicker vocal texture. Skill: Maintain one partner-song melody while listening to the other part.	partner song / part / texture / confidence / ensemble	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 5	Rehearsing rounds and partner songs	I can rehearse effectively using the structures of both rounds and partner songs.	Knowledge: Rehearsal improves accuracy, timing and part independence. Skill: Practise entrances and difficult phrases in rounds and partner songs, then refine them.	rehearse / round / partner song / structure / improve	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection
Week 6	Performing rounds and partner songs	I can hold my part with confidence in a performance, singing at the right time with accuracy and a steady pulse.	Knowledge: Good ensemble performance depends on steady pulse and confident part-singing. Skill: Perform a round and partner song with accurate entries and a secure independent part.	performance / accuracy / steady pulse / part / confidence	Teacher observation / Oak checks/quizzes where used / Performance / practical evidence / Pupil reflection