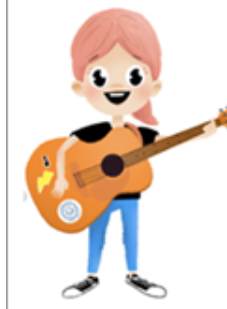




Year 3 and Year 4 – Music Target Memories

2026 – 2027						
National Curriculum Coverage	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga unit title	A shinning performance	Junior voiceworks at Christmas	Music and video	Exploring musical contrasts	Music and sound	Round and Round
Target memories	Notes can be written on a stave using musical notation. G, A and B can be recognised, read and played on an instrument. Composers can use stories, pictures and feelings as inspiration for music. Actions, dynamics and expression can improve a performance. Musicians use rehearsal and feedback to improve their work.	Good posture helps me breathe properly and sing with a clear, confident sound. Singers use controlled breathing to support long phrases and improve the quality of their voice. Warming up my body and voice helps me prepare to sing safely and effectively. Clear vowel sounds help singers stay in tune and create a better choir sound. Clear consonants and diction help the audience understand the words we are singing.	Music can help communicate a message and support a story. A storyboard helps organise ideas into a clear sequence. Musicians and performers make choices about how they represent themselves. [Music can create different moods and emotions. Performing and sharing creative work requires confidence and teamwork.	Forte means loud and piano means quiet. Staccato means short and detached, while legato means smooth and connected. Crescendo means gradually getting louder and decrescendo means gradually getting quieter. Musical contrasts help create interest and expression. Ensemble musicians must keep their own part whilst listening to others.	Vivaldi was a composer from the Baroque period. Music from different periods can sound different because of tempo, dynamics, structure and timbre. An ostinato is a repeating musical pattern. Graphic scores can be used to record musical ideas. Composers choose instruments, tempo and dynamics carefully to communicate ideas.	A round is a song where groups begin the same melody at different times. Singers must maintain their own part while hearing different parts around them. Accurate pitch and rhythm are important for successful ensemble singing. Texture changes when different vocal parts are layered together. Performance skills include confidence, listening, posture and reflection.



2027-2028

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit	Create and notate	Junior Voiceworks at Christmas	Recycling songs	You gotta try	FX sound effects	Sound exploration
Target memories	A pentatonic scale contains five notes. Improvisation means creating music in the moment. Composers use repetition to create structure in music. Notation and digital tools help musicians record and develop their ideas. Musical compositions usually have an organised structure.	Choir singers must listen carefully to other singers and adjust their voice to blend as one ensemble. Pulse and rhythm help singers stay together and perform accurately. Dynamics, phrasing and expression help communicate the meaning and emotion of a song. Rehearsal improves accuracy, confidence, memory and performance quality. Successful performances require preparation, teamwork, concentration and audience awareness.	Songs can be used to communicate important messages. Lyrics should match the purpose and meaning of a song. Verses and choruses help organise songs into sections. Dynamics can emphasise important ideas and emotions. Collaboration helps groups create stronger musical performances.	Pulse is the steady beat that keeps music together. Syncopation happens when rhythms emphasise unexpected beats. Dynamics, tempo and timbre affect the character of a performance. Ensemble musicians must perform independently whilst listening to others. Accurate rhythm and pitch help create successful performances.	Sound effects can help tell a story and create atmosphere. Layering sounds creates texture and depth. Timing is important when matching sounds to actions on screen. Volume and texture can change the dramatic impact of a scene. Composers make deliberate choices to influence how audiences feel.	Timbre describes the quality or character of a sound. Tempo, pitch and dynamics can be used to describe music. Music can inspire movement, artwork and storytelling. Composers use musical elements to create different effects and moods. Music, movement and visual art can work together in a performance.