

Year 3 Music – Medium-Term Plan (MTP)

Unit: *Developing Singing Technique* unit (Theme: The Vikings)

Based on: Kapow Primary – Year 3 *Developing Singing Technique* unit (Theme: The Vikings)

Focus: Developing singing technique, vocal confidence, ensemble performance, and musical listening and appraisal skills

Overview

This Year 3 unit focuses on developing pupils' **singing technique**, using the Viking theme to inspire songs and chants. Pupils learn to sing with accurate pitch and clear diction, control dynamics, and perform as part of a group. They explore listening, improvisation, and composition to consolidate their vocal learning.

Key Skills Developed in Year 3:

- Sing with accurate pitch and clear diction
- Maintain a steady pulse and follow simple rhythms
- Perform solo and in unison with expression and confidence
- Use musical vocabulary to listen, appraise and evaluate
- Improvise simple vocal patterns and compositions

NC/PoS: Singing, Listening, Composing and Performing

Pupils will:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Expected Prior Learning

Pupils already know and can:

- Perform and compose using simple structures, motifs, and scales
- Identify musical features (pulse, rhythm, melody, dynamics, texture)
- Improvise short melodic or rhythmic phrases
- Use musical vocabulary to describe music
- Work collaboratively in ensembles and perform to an audience

End Points – What Pupils Must Know and Remember

SINGING

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SINGING

Know that:

- Singing with clear diction and accurate pitch improves musical performance
- Dynamics, tempo, and expression convey meaning and mood in music

Know how to:

- Sing confidently, maintaining accurate pitch and steady pulse
- Use dynamics and expression to enhance performance

LISTENING

Know that:

- Listening carefully helps improve accuracy and expressive performance
- Music has identifiable features such as rhythm, melody, dynamics, and texture

Know how to:

- Identify musical features in songs and chants
- Describe what they hear using simple musical vocabulary

COMPOSING

Know that:

- Vocal patterns can be improvised or composed to fit a theme
- Songs can be adapted to include changes in pitch, rhythm, or dynamics

Know how to:

- Create simple vocal patterns or melodies
- Experiment with rhythm, pitch, and dynamics in composition

PERFORMING

Know that:

- Performance requires focus, awareness of others, and expressive delivery
- Ensemble singing requires listening and coordination

Know how to:

- Perform songs and chants confidently, individually and in groups
- Use appropriate expression, tempo, and dynamics in performance

Session 1 – Introducing Viking Songs and Singing Together

Learning focus: Explore Viking-themed songs and develop vocal confidence

- Learn and sing a Viking-inspired song in unison
- Focus on pitch matching and steady pulse
- Link to Kapow Planning: Sessions 1

Key vocabulary: Sing, pitch, pulse, rhythm, melody, unison, tempo

Outcome: Pupils can sing a Viking song with a steady pulse and growing pitch accuracy

Session 2 – Improving Pitch, Diction, Dynamics and Tempo

Learning focus: Develop control and expression in singing

- Warm up voices and practise clear diction
- Explore loud/soft dynamics and fast/slow tempo
- Sing with increased expression and accuracy
- Link to Kapow Planning: Sessions 2 & 3

Key vocabulary: Pitch, diction, dynamics, tempo, loud, soft, fast, slow, expression, breath control

Outcome: Pupils can sing with clearer diction, controlled dynamics and appropriate tempo

Session 3 – Creating Viking Vocal Chants and Phrases

Learning focus: Compose simple vocal ideas

- Create short Viking-inspired chants or vocal phrases
- Experiment with pitch, rhythm, repetition and dynamics
- Perform ideas to others
- Link to Kapow Planning: Session 4

Key vocabulary: Compose, chant, phrase, pitch, rhythm, dynamics, repeat

Outcome: Pupils can create and perform simple Viking-themed vocal compositions

Session 4 – Performance, Refinement and Evaluation

Learning focus: Perform and appraise singing

- Rehearse songs and chants as a group
- Perform with expression, confidence and control
- Evaluate performances using musical vocabulary
- Link to Kapow Planning: Session 5

Key vocabulary: Perform, evaluate, audience, expression, dynamics, tempo

Outcome: Confident vocal performances with thoughtful evaluation

Future Learning This Content Supports

This unit prepares pupils for further musical learning by:

- Developing confidence in **structural composition techniques** transferable to other genres
- Strengthening **improvisation and variation skills** for KS3 music
- Enhancing **ensemble and solo performance skills** with expression and technical control
- Consolidating use of **musical vocabulary** for appraisal and evaluation

Assessment Opportunities

- Teacher observation of singing accuracy, pitch, and expression
- Peer and self-assessment during group performances
- Assessment of improvised or composed vocal patterns
- End-of-unit reflection on performance and listening skills

Resources

- Kapow Primary: Year 3 Developing Singing Technique unit
- Audio examples of Viking-themed songs and chants
- Vocal warm-up exercises and guides
- Instruments to support rhythm and pulse (optional)
- Recording devices for playback and self-evaluation

Cross-Curricular Links

- **History:** Exploring Viking culture and themes to inspire songs
- **English:** Chants, lyrics, storytelling and pronunciation
- **PSHE:** Confidence and collaboration in group singing
- **Art:** Illustrating songs or storyboards to inspire performance

This unit prepares pupils for further musical learning by:

- Building foundation singing techniques for more complex Year 4 units
- Developing confidence in solo and group performance
- Strengthening listening and appraisal skills for composition and improvisation
- Encouraging experimentation with pitch, rhythm, and dynamics, supporting future composition tasks

