



Year 3 Music Curriculum Overview

Subject-leader overview of cumulative Year 3 music learning

Cycle A

LKS2

Pre-curated Curriculum

This document reflects Kidstrument's pre-curated curriculum. The platform automatically adjusts content to teacher selection. A Curriculum Designer is available to build fully custom programmes. Content is updated regularly - new material may not appear until the next academic year update.

Optional: Add Instrument Lessons to Your Curriculum

Instrument lessons can be added to any year group at any time - it is entirely the teacher's choice when to introduce them. KS2 is where the National Curriculum particularly recommends instrumental learning, but there is nothing stopping earlier delivery. Teachers can learn and lead sessions themselves, or simply let the step-by-step videos lead the class.

[Click here to add instruments \(you must be logged in\)](#)

Subject

Music

Year 3 focuses on Jazz and introduces a more explicit musicianship strand, including staff notation, barlines, clefs, chord listening and coordinated ensemble rhythm work.

Brief description

- Children listen to Jazz as a distinct musical tradition and connect their listening to named musicians and instrument roles.
- Notation becomes more visible through work on the stave, barlines, clefs, note placement and rhythm reading with rests.
- Pulse, rhythm, coordination and careful listening are revisited across the year through movement, desk drumming and copy-and-response tasks.

Genres / styles / listening focus

- Jazz is the central style focus across the year, including New Orleans Jazz listening.
- Listening and context include Louis Armstrong, King Oliver, Sydney Bechet, Fats Waller, Josephine Baker and James P Johnson.
- Instrument-role study includes guitar, bass, drums, keyboard and vocals in Jazz.
- Children learn to identify key Jazz features, groove and ensemble texture through focused listening.
- Movement work helps pupils feel style, pulse and subdivision physically as well as aurally.

Skills and theory introduced

- Understanding Jazz as a musical style with characteristic instruments and groove.
- Recognising the stave and beginning to connect note position with pitch height.
- Understanding how barlines organise music into bars.
- Hearing that a chord can be built from three notes and identifying major and minor contrast by ear.
- Reading and clapping rhythm patterns that include crotchet rests, minims and other simple note values.
- Beginning to identify, draw and name clefs, including the treble clef.
- Using desk-drumming routines to develop coordination and ensemble timing.
- Listening for missing instruments and describing evidence from what is heard.
- Singing and locating early pitch steps such as C, D and E.

Skills and theory revisited / developed

- Keeping a steady pulse together is revisited and developed in every term.
- Jazz movement and pulse games develop timing, control and stylistic awareness.
- Rhythm reading with rests is revisited so children can keep counting through silence.
- Copying spoken or clapped rhythms becomes more accurate through repeated response games.
- Clef drawing and notation recall are revisited to improve fluency and confidence.
- Desk-drumming develops independence, coordination and staying together in an ensemble.
- Critical listening is revisited through repeated missing-instrument tasks and instrument-identification work.
- Pitch singing and note recall develop through repeated C-D-E note work.

Key vocabulary

• Jazz	• rhythm	• barline	• triad
• groove	• rest	• stave	• major
• pulse	• crotchet	• clef	• minor
• beat	• minim	• treble clef	• pitch
• tempo	• bar	• chord	• ensemble

Key fun facts

- A triad is a chord made from three notes.
- Barlines help organise music into bars.
- A rest is silence that still has to be counted carefully.
- Notes placed higher on the stave sound higher.
- Jazz bands can feature guitar, bass, drums, keyboard and vocals.

National Curriculum Learning Outcomes

All sessions address these National Curriculum Learning Outcomes - activities are linked automatically for tracking

- LO1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- LO2** Play tuned and untuned instruments musically
- LO3** Listen with concentration and understanding to a range of high-quality live and recorded music
- LO4** Experiment with, create, select and combine sounds using the inter-related dimensions of music
- LO5** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- LO6** Develop an understanding of the history of music

Source: National Curriculum in England: Music Programmes of Study

Curriculum links

- Develops listening with attention to detail through style study, instrument recognition and detective listening.
- Uses voices and coordinated body or desk performance with increasing control.
- Introduces staff notation in practical ways through the stave, clefs, barlines and rhythm reading.
- Builds ensemble fluency through repeated pulse, rhythm and timing routines.
- Deepens cultural and historical awareness through named Jazz musicians and traditions.