Music



At Ellistown Primary School, we believe that music is a powerful form of creativity and expression that enriches children's lives and brings people together. We aim to provide a broad and engaging music curriculum that develops confidence, creativity and a lifelong appreciation of music.

Through listening, performing, composing and evaluating, children develop their understanding of music across a wide range of styles, genres, cultures and historical periods. We want all pupils to experience the enjoyment of making music whilst developing the knowledge and skills needed to become confident musicians.

Our music curriculum is carefully sequenced to build musical knowledge and skills progressively from EYFS to Year 6. Children develop their understanding of key musical concepts including pulse, rhythm, pitch, dynamics, timbre, texture, structure and notation through practical and enjoyable learning experiences.

Children are given regular opportunities to sing, perform, compose and listen critically to music. Musical learning is embedded through classroom lessons, singing assemblies, productions, performances, celebrations and extra-curricular activities. Pupils also have opportunities to learn and perform using a range of musical instruments, including whole-class ukulele tuition in Key Stage 2.

We believe that music should be accessible to everyone and that every child should have the opportunity to experience the personal, cultural and social benefits that music can bring. Through our curriculum, children learn to collaborate, express themselves creatively and develop confidence in performing to others.

Our aim is for every child to leave Ellistown with a love of music, an appreciation of its importance across cultures and communities, and the skills and confidence to continue their musical journey beyond primary school.

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
EYFS	**I've got a Grumpy Face** **The Sorcerer's Apprentice** **Musical Focus-** Timbre Beat Pitch contour Musical storytelling Louder/quieter Faster/slower Higher/lower Timbre	**Witch, witch** **Row, row, row your boat** **Musical Focus –** Call-andresponse Pitch (la-so-mi-do) Timbre Beat Pitch (step/leap) Timbre	**Bird spotting: Cuckoo polka** **Shake my sillies Out** **Musical Focus –** Active listening Beat Pitch (so-mi) Vocal play Timbre Pitch (higher/ lower) Tempo (faster/ slower) Beat	**Up & Down** **Five Fine Bumble Bees** **Musical Focus –** Pitch contour (rising and falling) Timbre Tempo Structure (call-andresponse) Active listening	**Down there Under The Sea** **It's Oh So Quiet** **Musical Focus** – Timbre Structure Active listening Tune moving in step Soundscape Dynamics Timbre Musical storytelling	**Slap Clap Clap** **Bow, bow, bow Belinda** **Musical Focus –** Music in 3-time Beat Beat Active listening Accompaniment
Year 1	**Menu Song** **Musical Focus –** Active listening Beat Progression snapshot 1	**School nativity rehearsals** Performance skills Lyric learning Active listening Performing to a live audience	**Football** **Musical Focus -** Beat Ostinato Pitched/unpitched patterns Mi-ri-do Progression snapshot 2	**Colonel Haithi's March** **Magical Musical Aquarium** **Musical Focus** - Beat Timbre Music from a film Pitch Structure Graphic symbols Classical music	**Dawn From the Sea Interludes** **Musical conversations** **Musical Focus –** Beat Active listening (singing game,musical signals, movement) 20th century classical music Question and answer Timbre Graphic score	**Come Dance With Me** **Musical focus –** Call-and-response Tuned percussion skills Rhythm and syllables Pitch Progression snap shot 3

Music



	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 2	**Tony Chestnut** **Musical focus –** Beat Rhythm Pitch Echo Progression snapshot 1	**School nativity rehearsals** Performance skills Lyric learning Active listening Performing to a live audience	**Carnival of the Animals** **Magical Musical Aquarium** **Musical Focus -** Timbre Tempo Dynamics Pitch Classical music Timbre Pitch Structure Graphic symbol Classical music	**Grandma's Rap** **Musical Focus -** Duration (crotchet, qu avers, crotchet rest) Unison Round Progression snapshot 2	**Swing-a-long-with-Shostakovich** **Cat and Mouse** **Musical Focus –** 2- and 3-time Beat Beat groupings 20th century classical music Mood Tempo Dynamics Rhythm Dot notation	**Tanczymy Labada** **Musical Focus -** Duration (crotchet, qu avers, crotchet rest) Chords Progression snapshot 3
Year 3	**Music – Compose – Symmetry** **Sing – Chilled out clap rap** Beat Rhythm Dynamics Crotchet, Paired quavers Notes C-D-E Crotchet rest.	**Harvest festival rehearsals** Performance skills Lyric learning Active listening Performing to a live audience	**Latin Dance** **Instrument focus - Ukelele** Salsa Beat Clave rhythm Timbre Chords Rhythm pattern Progression snapshot 2	**'March' from the Nutcracker** **From a Railway Carriage** **Musical Focus -** Rondo structure Beat Higher/lower Staccato Call-and response Ballet music from the Romantic period Structure (repetition, round, pattern) Texture (layers, unison) timbre Classical music	**Fly with the Stars** **Instrument focus - Ukelele** Rhythm Crotchet, quavers, semiquavers Pitch (C-D-E/ do-re-mi) Dot notation Progression snapshot 3	**Just 3 Notes** **Samba with Sergio** **Musical Focus -** Pitch (C-D-E) Rhythm patterns Structure Minimalism Dot notation Call-and-response Samba batucada Beat Rhythm Music and community Rhythm notation

Music



	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 4	**This little light of mine** **Musical Focus -** Pentatonic scale Gospel music Off-beat Rhythm Call-and response Progression snapshot 1	**Harvest festival rehearsals** Performance skills Lyric learning Active listening Performing to a live audience	**My Fantasy Football Team** **Musical Focus -** Beat Rhythm Rondo Rhythm notation	**The Doot Doot Song** **Musical Focus-** Chords Structure Ensemble playing and singing Acoustic guitar music Progression snapshot 2 learning to play a ukelele	**Fanfare for the Common Man Musical focus-** Fanfare Timbre Dynamics Texture Silence	**Global Pentatonics** Pentatonic scale different music traditions and cultures, graphic/dot notation.
Year 5	**What shall we do with the drunken sailor?** **Musical Focus -** Sea shanties Beat Rhythm Chords Dot notation Progression snapshot 1	**Keep the home Fires Burning** **Musical focus -** Music from WWI Fanfare Triad Rhythm Dot notation	**Favourite Song** **Instrument Focus – Ukele** Chords Structure Ensemble singing and playing Folk-rock styles Progression snapshot 3	**Building a Groove & Epoca** **Instrument Focus - percussion** Beat Rhythm Basslines Riffs Texture Articulation Rhythm Tango	**Composition: Lullabies (with learnt instrument)** **Three little birds** Reggae, riffs]offbeat Chords major triads D and G, bassline Unison harmony	**Why We Sing Introduction to Songwriting** **Musical Focus** Gospel music Structure Texture Vocal decoration Structure (Verse/ chorus) Hook Lyric writing Melody
Year 6	**Music – Exploring identity through song** **Musical focus-** Vocal range voice change vocal technique lyrics (internal rhymes) anthems.	**School nativity rehearsals** Performance skills Lyric learning Active listening Performing to a live audience	**Composing For Protest** **Empress of the Pagodas** **Musical Focus** Composing with non-musical stimulus Lyrics Melody Ostinato Pentatonic scale Tempo Dynamics 20th century orchestral music	**You to Me are Everything** **Musical Focus -** Artist and their influences Musical comparisons Shadows Lindsay Sterling 70'S Soul music Compare cover versions	**End of year show rehearsals** Performance skills Lyric learning Active listening Performing to a live audience Harmony	**End of year show rehearsals** Performance skills Lyric learning Active listening Performing to a live audience Harmony

Sing Up Music
Outcomes Mapping

Reception Term 1

Title		*I've got a grumpy face*	*The sorcerer's apprentice*	*Witch, witch*	*Row, row, row your boat*
Musical focus		Timbre, beat, pitch contour	Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Call-and-response, pitch (la-so-mi-do), timbre	Beat, pitch (step/leap), timbre
Number of lessons		3	3	3	3
		National Curriculum for Music			
Programme of study	1	★		★	★
Programme of study	2			★	★
Programme of study	3	★	★	★	★
Programme of study	4	★			
		Statutory Framework for the Early Years Foundation Stage			
Communication & Language	a	★	★	★	★
	b	★			★
Personal, Social, & Emotional Development	a	★	★	★	★
	b	★		★	
Physical Development	a	★	★	★	★
	b	★		★	★
Literacy	a	★	★		★
Mathematics					
Understanding the World					
Expressive Arts & Design	a	★		★	★

Reception Term 2

Title		*Birdspotting: Cuckoo polka*	*Shake my sillies out*	*Up and down*	*Five fine bumble bees*
Musical focus		Active listening, beat, pitch (so-mi), vocal play	Timbre, pitch (higher/lower), tempo (faster/slower), beat	Pitch contour rising and falling	Timbre, tempo, structure (call-and-response), active listening
Number of lessons		3	3	3	3
		National Curriculum for Music			
Programme of study	**1**	★	★	★	★
Programme of study	**2**		★	★	★
Programme of study	**3**	★	★	★	★
Programme of study	**4**		★		★
		Statutory Framework for the Early Years Foundation Stage			
Communication & Language	**a**	★	★	★	★
	b		★	★	★
Personal, Social, & Emotional Development	**a**	★	★	★	★
	b	★	★	★	★
Physical Development	**a**	★		★	★
	b		★	★	★
Literacy	**a**		★	★	★
Mathematics					
Understanding the World					
Expressive Arts & Design	**a**	★	★	★	★

Sing Up Music
Outcomes Mapping

Reception Term 3

Title		*Down there under the sea*	*It's oh so quiet!*	*Slap clap clap*	*Bow, bow, bow Belinda*
Musical focus		Timbre, structure, active listening, tune moving in step, soundscape	Dynamics, timbre, musical storytelling	Music in 3-time, beat	Beat, active listening, accompaniment
Number of lessons		3	3	3	3
		National Curriculum for Music			
Programme of study	**1**	★	★	★	★
Programme of study	**2**	★	★	★	★
Programme of study	**3**	★	★	★	★
Programme of study	**4**	★			
		Statutory Framework for the Early Years Foundation Stage			
Communication & Language	**a**	★	★	★	★
	b	★	★	★	★
Personal, Social, & Emotional Development	**a**	★	★	★	★
	b	★		★	★
Physical Development	**a**		★	★	★
	b	★	★	★	★
Literacy	**a**	★	★		
Mathematics					
Understanding the World					
Expressive Arts & Design	**a**	★	★	★	★

Sing Up Music
Mapping Key

Reception

National Curriculum for Music KS1 (for Reception)		
Programme of study	**1**	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Programme of study	**2**	Pupils play tuned and untuned instruments musically.
Programme of study	**3**	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
Programme of study	**4**	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.
Statutory Framework for the Early Years Foundation Stage		
Communication & Language	**a**	Listen attentively and respond to what they hear with relevant questions, comments, and actions.
	b	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Personal, Social, & Emotional Development	**a**	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	b	Work and play cooperatively and take turns with others.
Physical Development	**a**	Negotiate space and obstacles safely, with consideration for themselves and others.
	b	Use a range of small tools (e.g. instrument beaters).
Literacy	**a**	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.
Mathematics		
Understanding the World		
Expressive Arts & Design	**a**	Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

Sing Up Music
Outcomes Mapping

Year 1 Term 1

Title		*Menu song*	*Colonel Hathi's march*	*Magical musical aquarium*	*The king is in the castle*
Musical focus		Active listening (movement), beat, progression snap shot 1	Beat, march, timbre, music from a film	Timbre, pitch, structure, graphic symbols, classical music	Structure, timbre, pitch, dynamics, rhyme
Number of lessons		6	3	3	6
		National Curriculum for Music			
Programme of study	1	★		★	★
Programme of study	2	★	★	★	★
Programme of study	3	★	★	★	★
Programme of study	4	★	★	★	★
		Model Music Curriculum			
Singing	a	★			★
Listening	a		★		
	b		★	★	★
Composing	b	★	★	★	★
	d				★
	f			★	
Musicianship: Pulse/Beat	a	★	★		★
	b				★
	c	★			★
Musicianship: Rhythm	f				★
Musicianship: Pitch	g		★		
	i	★		★	★
	j				★

Sing Up Music
Outcomes Mapping

Year 1 Term 2

Title		*Football*	Dawn' *from Sea interludes*	*Musical conversations*	*Who stole my chickens and my hens?*
Musical focus		Beat, ostinato, pitched/unpitched patterns, mi-re-do, progression snap shot 2	Beat, active listening (singing game, musical signals, movement), 20th century classical music	Question and answer, timbre, graphic score	Beat, rests, rhythm patterns, higher/lower
Number of lessons		6	3	3	6
		National Curriculum for Music			
Programme of study	1	★	★		★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★		★	
		Model Music Curriculum			
Singing	a	★	★		★
	b	★	★		
Listening	a		★		
	b		★	★	★
Composing	a	★			
	b			★	
	c	★			★
	d	★		★	★
	e				★
	f			★	
Musicianship: Pulse/Beat	a		★		★
	b	★			★
	c		★		★
Musicianship: Rhythm	d	★			★
	e				★
	f	★			
Musicianship: Pitch	h				★
	i			★	
	j			★	

Year 1 Term 3

Title		*Dancing and drawing to Nautilus*	*Cat and mouse*	*As I was walking down the street*	*Come dance with me*
Musical focus		Active listening (musical signals, internalising beat, draw to music, movement/ actions), electronic music	Mood, tempo, dynamics, rhythm, dot notation	Beat, march, Jig	Call-and-response, tuned percussion skills, rhythm and syllables, pitch, progression snap shot 3
Number of lessons		3	3	6	6
		National Curriculum for Music			
Programme of study	1		★	★	★
Programme of study	2		★	★	★
Programme of study	3	★	★	★	★
Programme of study	4		★		★
		Model Music Curriculum			
Singing	a		★	★	
	b		★		
Listening	a	★		★	
	b	★	★	★	★
Composing	c				★
	d		★		★
	f		★		
Musicianship: Pulse/Beat	a	★	★	★	
	b		★		★
	c	★	★	★	
Musicianship: Rhythm	d				★
	e		★		★
	f		★		★
Musicianship: Pitch	i		★		
	j	★			

Sing Up Music
Mapping Key

Year 1

National Curriculum KS1		
Programme of study	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Programme of study	2	Pupils play tuned and untuned instruments musically.
Programme of study	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
Programme of study	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.
Model Music Curriculum Statements		
Singing	a	Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
	b	Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs.
	c	Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.
Listening	a	Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing	a	Improvise simple vocal chants using question-and-answer phrases.
	b	Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using classroom instruments or sound-makers.
	c	Understand the difference between creating a rhythm pattern and a pitch pattern.
	d	Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
	e	Use music technology to capture, change and combine sounds.
	f	Recognise how graphic notation can represent created sounds. Explore and invent own symbols.
Musicianship: Beat	a	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
	b	Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.
	c	Respond to the pulse in recorded/live music through movement and dance.
Musicianship: Rhythm	d	Perform short copycat rhythm patterns accurately, led by the teacher.
	e	Perform short repeating rhythm patterns while keeping in time with a steady beat.
	f	Perform word-pattern chants; create, retain and perform their own rhythm patterns.
Musicianship: Pitch	g	Listen to sounds in the local school environment comparing high and low sounds.
	h	Sing familiar songs in low and high voices and talk about the difference in sound.
	i	Explore percussion sounds to explore storytelling.
	j	Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.

Sing Up Music
Outcomes Mapping

Year 2 Term 1

Title		*Tony Chestnut*	*Carnival of the Animals*	*Magical musical aquarium*	*Creepy castle*
Musical focus		Beat, rhythm, pitch, echo, progression snap shot 1	Timbre, tempo, dynamics, pitch, classical music	Timbre, pitch, structure, graphic symbol, classical music	Timbre, tempo, dynamics, graphic score
Number of lessons		6	3	3	6
		National Curriculum for Music			
Programme of study	1	★		★	★
Programme of study	2	★	★	★	★
Programme of study	3	★	★	★	★
Programme of study	4	★	★	★	★
		Model Music Curriculum			
Singing	a	★			
	b	★			★
	c				★
Listening	b		★	★	★
Composing	a		★		
	b	★		★	
	c				★
Musicianship: Pulse/beat	a		★		
	b	★			
	c	★		★	
Musicianship: Rhythm	f	★			
	g	★			
Musicianship: Pitch	l			★	

Year 2 Term 2

Title		*Grandma rap*	*Orawa*	*Musical conversations*	*Minibeasts*
Musical focus		Duration (crotchet, quavers, crotchet rest), unison, round, progression snap shot 2	Beat, rhythm, repetition, structure, 20th century classical music	Question and answer, timbre, graphic score	Timbre, pitch (chord), internalising beat and phrase
Number of lessons		6	3	3	6
		National Curriculum for Music			
Programme of study	1	★	★		★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★		★	★
		Model Music Curriculum			
Singing	a				★
	b				★
Listening	a		★		
	b	★	★	★	★
Composing	a			★	
	b		★	★	
	c			★	
	d	★			
Musicianship: Pulse/beat	a	★	★		★
	b	★	★		
	c	★			
	d	★			
Musicianship: Rhythm	f		★		
	g		★		
	h	★			
	i	★			
Musicianship: Pitch	j				★
	k				★
	l	★			

Year 2 Term 3

Title		*Swing-a-long with Shostakovich*	*Cat and mouse*	*The rockpool rock*	*Tanczymy labada*
Musical focus		2- and 3-time beat, beat groupings, 20th century classical music.	Mood, tempo, dynamics, rhythm, dot notation	2-part singing, rock 'n' roll, structure timbre	Duration (crotchet, quavers, crotchet rest), chords, progression snap shot 3
Number of lessons		3	3	6	6
		National Curriculum for Music			
Programme of study	1	★	★	★	★
Programme of study	2		★	★	★
Programme of study	3	★	★	★	★
Programme of study	4		★		★
		Model Music Curriculum			
Singing	a	★			★
	b	★	★	★	★
Listening	a	★		★	★
	b	★	★	★	★
Composing	a		★		
	b		★		
	c		★		
Musicianship: Pulse/beat	a				★
	b	★	★	★	★
	c	★		★	★
	d	★			
	e	★			★
Musicianship: Rhythm	f		★		★
	g		★		
	h		★		
	i		★		
Musicianship: Pitch	k				★

Sing Up Music
Mapping Key

Year 2

National Curriculum KS1		
Programme of study	1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Programme of study	2	Pupils play tuned and untuned instruments musically.
Programme of study	3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
Programme of study	4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.
Model Music Curriculum Statements		
Singing	a	Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.
	b	Sing songs with a small pitch range, pitching accurately.
	c	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Composing	a	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
	b	Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
	c	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
	d	Use music technology to capture, change and combine sounds.
Musicianship: Beat	a	Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
	b	Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
	c	Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.
	d	Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
	e	Identify the beat groupings in familiar music that they sing regularly and listen to.
Musicianship: Rhythm	f	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
	g	Create rhythms using word phrases as a starting point.
	h	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
	i	Create and perform their own chanted rhythm patterns with the same stick notation.
Musicianship: Pitch	j	Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.
	k	Sing short phrases independently within a singing game or short song.
	l	Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).
	m	Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Year 3 Term 1

Title		*I've been to Harlem*	*Nao chariya de/Mingulay boat song*	*Sound symmetry*	*Chilled-out clap rap*
Musical focus		Pitch shape, ostinato, round, pentatonic, call-and-response, progression snap shot 1	Folk songs Bengali/Scottish, instruments, beat, tempo	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment	Beat, rhythm, tempo, dynamics
Number of lessons		6	3	3	6
		National Curriculum for Music			
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★		★	★
Programme of study	5	★	★		
Programme of study	6	★	★		
		Model Music Curriculum			
Singing	a	★		★	★
	b	★			★
	c				★
Listening	a	★	★		
	b	★	★		★
Improvise	a	★		★	
	b	★		★	
Compose	c				★
	d	★			★
Instrumental performance	a				★
	b	★			
	d	★			
Reading notation	e	★			★
	f				★
	g				★

Year 3 Term 2

Title		*Latin dance*	*'March' from The nutcracker*	*From a railway carriage*
Musical focus		Notes and chords, rhythm, ukulele technique, salsa, progression snap shot 2	Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music	Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, classical music
Number of lessons		6	3	3
		National Curriculum for Music		
Programme of study	1	★		
Programme of study	2	★		★
Programme of study	3	★	★	★
Programme of study	4	★		★
Programme of study	5	★	★	★
Programme of study	6	★	★	★
		Model Music Curriculum		
Singing	c	★		
Listening	a	★	★	★
	b	★	★	★
Improvise	a	★		★
	b			★
Instrumental performance	a	★		
	b	★		
Reading notation	e	★		
	f	★		

Year 3 Term 3

Title		*Just 3 notes*	*Samba with Sérgio*	*Fly with the stars*
Musical focus		Pitch (C-D-E), rhythm patterns, structure, minimalism, dot notation	Call-and-response, samba batucada, beat, rhythm, music and community, rhythm notation	Notes and chords, rhythm, ukulele technique, pitch (C-D-E/do-re-mi), dot notation, progression snap shot 3
Number of lessons		3	3	6
Programme of study	1	★	★	★
Programme of study	2	★		★
Programme of study	3	★	★	★
Programme of study	4	★	★	★
Programme of study	5	★	★	★
Programme of study	6	★	★	
Singing	a			★
	b		★	★
	c		★	
Listening	a	★	★	★
	b	★	★	
Improvise	a			★
Compose	c	★		★
Instrumental performance	a	★		★
	b	★		
	c	★		★
	d			★
Reading notation	e	★		★
	f	★		
	g	★		

Sing Up Music
Mapping Key

Year 3

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Programme of study	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Programme of study	3	Listen with attention to detail and recall sounds with increasing aural memory.
Programme of study	4	Use and understand staff and other musical notations.
Programme of study	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Programme of study	6	Develop an understanding of the history of music.
Model Music Curriculum Satements		
Singing	a	Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
	c	Perform actions confidently and in time to a range of action songs.
	d	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Improvise	a	Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short 'on-the-spot' responses using a limited note-range.
	b	Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.
Compose	c	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
	d	Compose song accompaniments on untuned percussion using known rhythms and note values.
Performing	a	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
	b	Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.
	c	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
	d	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.
Reading notation	e	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
	f	Introduce and understand the differences between crotchets and paired quavers.
	g	Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Year 4 Term 1

Title		*This little light of mine*	*The Pink Panther theme*	*Sound symmetry*	*My fantasy football team*
Musical focus		Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progressions snap shot 1	Timbre, tempo, rhythm, dynamics, atmosphere. music from a film	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment	Beat, rhythm, rondo, rhythm notation
Number of lessons		6	3	3	6
		National Curriculum for Music			
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4				★
Programme of study	5	★	★		
Programme of study	6	★	★		
		Model Music Curriculum			
Singing	a	★			★
Listening	a	★	★		
	b	★	★		
Improvise	a	★			
Compose	c				★
	d				★
	e		★	★	
	g			★	
	h		★	★	★
Reading notation	e				★
	g				★

Year 4 Term 2

Title		*The doot doot song*	*Fanfare for the common man*	*From a railway carriage*
Musical focus		Chords, structure, ukulele playing techniques, acoustic guitar music, progression snap shot 2	Fanfare, timbre, dynamics, texture, silence	Structure (repetition, round, pattern), texture (layers, unison), timbre, beat
Number of lessons		6	3	3
		National Curriculum for Music		
Programme of study	1	★	★	
Programme of study	2	★	★	★
Programme of study	3	★	★	★
Programme of study	4	★	★	★
Programme of study	5	★	★	★
Programme of study	6	★	★	★
		Model Music Curriculum		
Singing	b	★	★	
Listening	a	★	★	★
	b	★	★	★
Improvise	a	★	★	
	b	★	★	★
Compose	e		★	★
	f	★		
	g		★	★
	h		★	★
Instrumental performance	a	★		
	c	★		
Reading notation	e	★		
	f	★		

Year 4 Term 3

Titleg		*Global pentatonics*	*Just 3 notes*	*Favourite song*
Musical focus		Pentatonic scale, different music traditions and cultures, graphic/dot notation	Pitch (C-D-E), rhythm patterns, structure, dot notation	Chords, structure, ukulele playing techniques, folk-rock styles, progression snap shot 3
Number of lessons		3	3	6
		National Curriculum for Music		
Programme of study	1	★	★	★
Programme of study	2	★	★	★
Programme of study	3	★	★	★
Programme of study	4	★	★	★
Programme of study	5	★	★	★
Programme of study	6	★	★	★
		Model Music Curriculum		
Singing	a	★		★
Listening	a	★	★	★
	b	★	★	★
Improvise	a	★		
	b	★		
Compose	c	★	★	
	d		★	
	e	★		
	f			★
	g			★
	h	★		
Instrumental perform	a			★
	b		★	★
	c			★
	d	★		
	e	★	★	
	f		★	
	g		★	

Sing Up Music
Mapping Key

Year 4

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Programme of study	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Programme of study	3	Listen with attention to detail and recall sounds with increasing aural memory.
Programme of study	4	Use and understand staff and other musical notations.
Programme of study	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Programme of study	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (descrescendo).
	b	Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Improvise	a	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
	b	Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.
Compose	c	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
	d	Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
	e	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
	f	Introduce major and minor chords.
	g	Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
	h	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Instrumental performance	a	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
	b	Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.
	c	Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.
	d	Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
Reading notation	e	Introduce and understand the differences between minims, crotchets, paired quavers and rests.
	f	Read and perform pitch notation within a defined range (e.g. C–G/do–so).
	g	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Year 5 Term 1

Title		*What shall we do with the drunken sailor?*	*Why we sing*	*Introduction to songwriting*	*Keep the home fires burning*
Musical focus		Sea shanties, beat, rhythm, chords, bass, dot notation, progression snap shot 1	Gospel music, instruments, structure, texture, vocal decoration	Structure (Verse/chorus), hook, lyric writing, melody	Music from WWI, fanfare, triad, rhythm, dot notation
Number of lessons		6	3	3	6
		National Curriculum for Music			
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★			★
Programme of study	5	★	★		★
Programme of study	6	★	★		★
		Model Music Curriculum			
Singing	a	★			★
	b				★
Listening	a	★	★		★
	b				★
Improvise	b			★	
Compose	c			★	
	e	★		★	★
	f	★			★
Instrumental performance	a				★
	b	★		★	★
	c	★			
	d			★	
Reading notation	e				★
	g				★
	h				★

Year 5 Term 2

Title		*Madina tun nabi*	*Building a groove*	*Época*	*Three little birds*
Musical focus		Nasheed (islamic song), drone, melody, harmony, chords, progression snap shot 2	Beat, rhythm, basslines, riffs	Texture, articulation, rhythm, tango	Reggae, riffs, chords, bassline, harmony
Number of lessons		6	3	3	6
		National Curriculum for Music			
Programme of study	1	★	★		★
Programme of study	2	★	★		★
Programme of study	3	★	★	★	★
Programme of study	4		★		★
Programme of study	5	★	★	★	★
Programme of study	6	★	★	★	★
		Model Music Curriculum			
Singing	a	★	★		★
	b	★			★
Listening	a	★	★	★	★
	b	★	★		★
Improvise	a	★			★
	b		★		
Compose	f	★	★		
Instrumental perf	a				★
	b				★
	c				★
	d	★			★
Reading notation	f				★
	g				★

Year 5 Term 3

Title		*Balinese gamelan*	*Empress of the pagodas*	*Baloo baleerie*	*Kis nay banaayaa*
Musical focus		Gamelan from Bali, interlocking rhythm, vocal chant, structure (musical cycles)	Structure (Ternary form/ABA), pentatonic scale, tempo, dynamics, 20th century orchestral music	Lullaby, 3-time, pentatonic scale, question-and-answer, accompaniment, progression snap shot 3	A song from India and Pakistan, soundscape, melody, harmony, accompaniment
Number of lessons		3	3	6	6
		National Curriculum for Music			
Programme of study	1	★	★	★	★
Programme of study	2	★	★	★	★
Programme of study	3	★	★	★	★
Programme of study	4	★	★	★	★
Programme of study	5	★	★	★	★
Programme of study	6	★	★	★	
		Model Music Curriculum			
Singing	a			★	★
	b			★	★
Listening	a	★	★	★	★
	b	★	★	★	★
Compose	c			★	
	d		★		
	f		★		★
Instrumental performance	a		★		
	b			★	★
	c			★	
Reading notation	e	★		★	
	f			★	

Sing Up Music
Mapping Key

Year 5

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Programme of study	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Programme of study	3	Listen with attention to detail and recall sounds with increasing aural memory.
Programme of study	4	Use and understand staff and other musical notations.
Programme of study	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Programme of study	6	Develop an understanding of the history of music.
Model Music Curriculum Statements		
Singing	a	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.
	b	Sing three-part rounds, partner songs, and songs with a verse and a chorus.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Improvise	a	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
	b	Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderatly loud (mezzo forte), and moderatley quiet (mezzo piano). Continue this process in composition tasks.
Compose	c	Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
	d	Working in pairs, compose a short ternary piece.
	e	Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
	f	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Instrumental perform	a	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C' /do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
	b	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.
	c	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
	d	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
Reading notation	e	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
	f	Understand the differences between 2/4, 3/4 and 4/4 time signatures.
	g	Read and perform pitch notation within an octave (e.g. C–C' /do–do).
	h	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Year 6 Term 1

Title		*Hey, Mr Miller*	*Shadows*	*Introduction to songwriting*	*Touch the sky*
Musical focus		Swing music, syncopation, big band, scat singing, social and historical context WWII, progression snap shot 1	An artist and their influences, compare musical genres (country, electronic dance music and rock), *Shadows* by Lindsay Sterling	Structure (verse/chorus), hook, lyric writing, melody	Scottish folk music, 3-time, folk instruments, pentatonic scale, 'Touch the sky' from *Brave*
Number of lessons		6	3	6	3
		National Curriculum for Music			
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★			★
Programme of study	5	★	★		★
Programme of study	6	★	★		★
		Model Music Curriculum			
Singing	a	★			★
	b	★			
Listening	a	★	★		
	b	★	★	★	
Improvise	a			★	★
	b			★	★
	c				★
Compose	e			★	
	f			★	★
Instrumental performance	b				★
	c	★		★	★

Year 6 Term 2

Title		*Dona nobis pacem*	*You to me are everything*	*Building a groove*	*Ain't gonna let nobody*
Musical focus		Texture (3-part round/polyphonic texture), 3/4 time, Dona nobis pacem (trad.), church music in Latin, progression snap shot 2	70'S Soul music, compare cover versions	Beat, rhythm, basslines, riffs	Civil rights movement in the USA, compare musical styles (gospel, rhythm and blues, choral), spiritual turned protest song *Ain't got let nobody*, vocal improvisation, chords C minor and G7
Number of lessons		6	3	3	6
		National Curriculum for Music			
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★	★	★	★
Programme of study	4	★		★	★
Programme of study	5	★	★	★	★
Programme of study	6	★	★	★	★
		Model Music Curriculum			
Singing	a	★	★	★	★
	b	★			★
Listening	a	★	★	★	★
	b	★	★	★	★
Compose	d	★		★	
	b				★
Instrumental performance	c	★		★	★

Year 6 Term 3

Title		*Empress of the pagodas*	*Small town boy*	*Ame sau vala tara bal*	*Nobody knows (The Lumineers)*
Musical focus		Structure (Ternary form/ABA), pentatonic scale, tempo, dynamics, 20th century orchestral music		Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (Bhangra, Bollywood, Indian Classical), *Ame sau vala tara bal*, progression snap shot 3	Songwriting, chords, writing lyrics on theme of 'leavers'
Number of lessons		3	3	6	6
		National Curriculum for Music			
Programme of study	1	★		★	★
Programme of study	2	★		★	★
Programme of study	3	★		★	★
Programme of study	4	★		★	★
Programme of study	5	★		★	★
Programme of study	6	★		★	
		Model Music Curriculum			
Singing	a			★	★
Listening	a	★		★	
	b	★		★	★
Improvise	a				★
	b				★
	c				★
Compose	f				★
	h	★			
Instrumental performance	a				★
	c	★		★	★
Reading notation	d				★
	e				★
	g				★

Sing Up Music
Mapping Key

Year 6

National Curriculum KS2		
Programme of study	1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Programme of study	2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Programme of study	3	Listen with attention to detail and recall sounds with increasing aural memory.
Programme of study	4	Use and understand staff and other musical notations.
Programme of study	5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Programme of study	6	Develop an understanding of the history of music.
Model Music Curriculum Statement		
Singing	a	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
	b	Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.
Listening	a	Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
	b	Listen to recorded performances.
Improvise	a	Create music with multiple sections that include repetition and contrast.
	b	Use chord changes as part of an improvised sequence.
	c	Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
Compose	d	Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
	e	Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
	f	Enhance improvised/composed melodies with rhythmic or chordal accompaniment.
	g	Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Instrumental performance	a	Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range.
	b	Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
	c	Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.
Reading notation	d	Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
	e	Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
	f	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
	g	Read and play from notation a four-bar phrase, confidently identifying note names and durations.