Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	•			·	·	·
Begin to	Understand how to warm	Suggest ways to warm	-Encourage solo	Solo	As previous year	As previous year
understand	up their voices	up their voices, based	performances from	performances	group and:	group and:
warming up their		on their prior	children.	expected from		
voices and	Establish a good singing	experiences		the class.	Teacher	Class led call and
establishing a good	position (developing basic		-Teacher led call		supported and	response.
singing position	posture with relaxed	Establish a good	and response	Class led call	instrumental	
(developing basic	shoulders)	singing position		and response.	scaffold 3 part	Class led 3 part
posture with		(posture and	-Teacher supported		melody.	melody.
relaxed shoulders)	Begin to understand	breathing)	and instrumental	Class led 2 part		
	working together as part		scaffold 2 part	melody.	Teacher	Class led 2 part
Sing a range of	of a group when singing	Further develop	melody.		supported and	harmony.
well-known nursery		working together as a		Class led 2 part	instrumental	
rhymes and songs	Use voices in different	group, developing	-Teacher supported	harmony.	scaffold 3 part	Children control
(see Appendix A	ways, such as singing	confidence to sing	and instrumental		harmony.	their voices
for Reception	simple songs, chants and	alone in front of	scaffold 2 part	For songs that		through
examples)	rhymes from memory	others	harmony.	are sung in	- Children begin	placement,
	(see Appendix A for Y1			previous year	to learn how to	support,
Sing along on their	examples)	Sing songs and chants,	-For songs that are	groups or key	control their	breathing, posture
own or in a small,		including substituting	sung in previous	stages	voices through	and vowel
increasingly	Sing a wide range of call	actions for words	year groups or key	instrumental	placement,	manipulation.
matching the pitch	and response songs to		stages instrumental	scaffold is	support,	
and showing an	control vocal pitch and	Sing songs with a	scaffold is removed	removed and	breathing,	For songs that are
awareness of the	match the pitch they	pitch range of do-so	and more complex	more complex	posture and	sung in previous
melody	hear with accuracy	with increasing vocal	melodies	melodies	vowel	year groups or key
		control	introduced.	introduced.	manipulation.	stages
Remember and sing	Match the pitch and					instrumental
entire songs (i.e.	follow the melody with	Sing songs with a small			For songs that	scaffold is
simple nursery	increasing confidence	pitch range (e.g. Rain,			are sung in	removed and more
rhymes and	and accuracy when	Rain, Go Away),			previous year	complex melodies
counting songs)	singing	pitching accurately			groups or key	introduced.

Stop and start	Stop and start following	Know the meaning of	stages	
following their	their 'conductor' with	dynamics (loud/quiet)	instrumental	
'conductor' with	increasing accuracy,	and tempo (fast/slow)	scaffold is	
increasing accuracy	responding to simple		removed and	
	visual directions	Demonstrate	more complex	
Song List -		understanding of	melodies	
Reception -	Song List - Year 1 -	dynamics and tempo	introduced.	
Copying and	Learning songs in unison	when singing by		
remembering lyrics:	(clean entry into phrase)	responding to the		
My School	following the melody:	teacher's		
Cola Song		(conductor's) direction		
Rock Vox	Three Little Birds	and visual symbols		
Deep Deep	Shosholoza			
	Rain Forest	Stop and start		
	Africa Song - Learning	following their		
	song in unison	'conductor' as		
	(rhythmical singing)	appropriate,		
	African chants (African	responding to simple		
	Sanctus - chanted in	visual directions		
	unison)			
	You Are My Sunshine	Song List - Year 2 -		
		Progression in		
		developing diction		
		when singing in unison,		
		following the melody:		
		Gospel Medley (Amen,		
		Down By The		
		Riverside, We Shall		
		Not Be Moved)		
		When the Saints		
		Search For The Hero		
		Blinded By Your Grace		

		Africa Song - Learning				
		song in unison				
		(rhythmical singing)				
		African chants				
		(African Sanctus -				
		chanted in unison)				
Playing tuned and u	ntuned instruments					
Copy and clap short	Clap rhythmic patterns	Clap rhythmic	Clapping and using	Clapping and	As previous year	As previous year
rhythmic patterns	with increasing	patterns and make up	body percussion to	using body	groups and:	groups and:
	independence	some of their own	create rhythmic	percussion to		
Copy and repeat			patterns as a whole	create rhythmic	Beginning to use	As a class
holding notes and	Copy and repeat holding	Copy and repeat	class with variety in	patterns as a	different groups	confidently use
stopping on	notes and stopping on	holding notes and	tempo and speed	whole class with	doing different	different groups
direction	direction (increasing in	stopping on direction	and recognising this	variety in tempo	rhythmic	creating differen
	complexity)	(increasing in	change. Expectation	and speed and	patterns to	rhythmic pattern
Create sounds with	Create sounds with	complexity)	to maintain rhythm	recognising this	create a	to create a
different	different instruments		over a whole piece	change.	polyrhythm with	polyrhythm with
instruments		Create sounds with	with a drum track.	Expectation to	up to 4 groups.	up to 4 groups.
	Talk about the different	different instruments		maintain the		
Practise copying	sounds percussion		Children will have	rhythm over a	Children will have	Children will have
sounds (voices and	instruments make	Play instruments with	access to apply	whole piece with	access to apply	access to apply
instruments) to		increasing control	these skills on:	instrumental	these skills on:	these skills on:
improve accuracy	Practise (copy and		<ul> <li>Keyboards</li> </ul>	backing.	<ul> <li>Keyboards</li> </ul>	<ul> <li>Keyboards</li> </ul>
and confidence	repeat) and rehearse	Copy and repeat,	<ul> <li>Glocks</li> </ul>		<ul> <li>Glocks</li> </ul>	<ul> <li>Glocks</li> </ul>
	with a performance in	practising holding	<ul> <li>Steel drums</li> </ul>	Children will	<ul> <li>Steel drums</li> </ul>	<ul> <li>Steel drums</li> </ul>
Play tuned	mind	notes and stopping on	<ul> <li>Drum kit</li> </ul>	have access to	<ul> <li>Drum kit</li> </ul>	<ul> <li>Drum kit</li> </ul>
instruments with a		direction (the range	<ul> <li>Ukuleles</li> </ul>	apply these	• Djembe	<ul> <li>Djembe drums</li> </ul>
low degree of	Play instruments with	of notes will be	<ul> <li>Djembe drums</li> </ul>	skills on:	drums	
technical difficulty	increasing control	widened to include a		Children will		Left hand on
using colours to		basic harmony)	Left hand on	have access to	Left hand on	ukulele
differentiate	Follow the teacher's		ukulele	apply these	ukulele	
between notes.	(conductor's) signs and			skills on:		

Muele en le rregree		<b>a 1 1 1</b>				
	verbal prompts when	Respond to the	On tuned	<ul> <li>Keyboards</li> </ul>	On tuned	On tuned
Follow the	playing (letter	teacher's	instruments they	Glocks	instruments they	instruments they
teacher's	names/sounds)	(conductor's) signs and	children will use	<ul> <li>Steel drums</li> </ul>	children will use	children will use
(conductor's) signs		verbal prompts when	verbal prompts and	<ul> <li>Drum kit</li> </ul>	letters as well as	traditional
and verbal prompts	Listen carefully to the	playing (letter	Makaton signs and	<ul> <li>Ukeleles</li> </ul>	introducing the	notation with a
when playing	sounds instruments make	names/sounds)	letters on the	• Djembe	traditional	teacher conductor
(colours may be	and talk about what they		board with a	drums	notation with a	to lead the piece
used instead of	notice	Identify an	teacher conductor		teacher	(pointing) to play
letter		instrument by	to lead the piece	Left hand on	conductor to lead	the piece.
names/sounds)	Play simple tunes in	listening carefully	(pointing and	ukulele	the piece	
	unison on a range of		saying) to play the		(pointing) to play	Expectations of
Talk about what	instruments whilst	Discuss the sounds	piece.	On tuned	the piece.	use of dynamics
they hear and the	following direction	produced by different		instruments		to be used where
sounds they make		percussion	Expectations of use	they children	Expectations of	appropriate as
	Stop and start following	instruments and	of dynamics to be	will use letters	use of dynamics	taught in previous
Stop and start	their 'conductor' as	explain preferences	used where	on the board	to be used where	year group.
following their	appropriate		appropriate as	with a teacher	appropriate as	
'conductor' as		Play simple tunes in	taught in previous	conductor to	taught in	
appropriate	Follow rules and	unison on a range of	year group.	lead the piece	previous year	Complexity of the
	instructions to look after	instruments at the		(pointing) to	group.	arrangements of
Follow basic rules	the instruments (resting	same time whilst	Simple harmonies	play the piece.		the pieces played
and instructions to	position, playing position	following direction and	of two parts will be		Complexity of	will increase
ensure the	both standing/sitting)	beginning to use	added to pieces	Expectations of	the	through melodic
instruments are		dynamics - loud and	played on tuned	use of dynamics	arrangements of	and harmonic
looked after	Instruments:	soft sections (i.e.	instruments.	to be used	the pieces played	complexity with
	• Keyboard	steel pans)		where	will increase	Obligato line and
Instruments:	<ul> <li>Steel Pans</li> </ul>			appropriate as	through melodic	Ostinato line with
• Keyboard	• Ukulele (children play	Stop and start		taught in	and harmonic	increased
<ul> <li>Steel Pans</li> </ul>	all of the same pieces -	following their		previous year	complexity with	confidence and
• Ukulele (children	use all the strings or a	'conductor' as		group.	Obligato line and	independence in
play all of the	plucked string along to	appropriate			Ostinato line.	small groups.
same pieces - use	backing tracks)			Simple		
all the strings or	<ul> <li>Glockenspiels</li> </ul>			harmonies of		

a plucked string	•Drum kit	Talk about how we		two parts will be		
along to backing		take care of		added to pieces		
tracks)		instruments (resting		played on tuned		
• Glockenspiels		position, playing		instruments		
• Drum kit		position both		with greater		
		standing/sitting)		confidence.		
		stunuing/string)		confidence.		
		Instruments:				
		• Keyboard				
		• Steel Pans				
		• Ukulele (children				
		play all of the same				
		pieces - use all the				
		strings or a plucked				
		string along to				
		backing tracks)				
		<ul> <li>Glockenspiels</li> </ul>				
		• Drum kit				
		• Djembe drums				
Listening						
Listen with	Listen attentively to a	As Y1, plus:	Begin to discuss the	Discuss, with	As previous year	As previous year
increased attention	range of recorded and		mood of a piece of	more	groups and:	groups and:
to sounds	live music, moving in	Listen to a recording	music and how this	confidence, the		
	accordance with the	of a musical	is made through	mood of a piece	Pieces that are	Pieces that are
Listen to music	mood of the piece	performance and	instrument choice,	of music and	listened to will	listened to will
from different	(freedom to interpret	offer thoughtful and	and composition	how this is made	have a technical	have a technical
celebrations e.g.	individually is	considered feedback,	(note: this is more	through	element that	element that they
birthdays,	encouraged)	relating to what they	than just	instrument	they children will	children will then
weddings, parties,		know about tempo,	happy/sad, children	choice, and	then be applying	be applying to
other celebrations,	Talk about how the music	pitch and rhythm	are encouraged to	composition	to their own	their own
such as Eid, Holi	makes them feel and		make comparisons	(note: this is	performance and	performance and
	express their opinions		about mood e.g. how	more than just	playing. They will	playing. They will

Listen, move to and	about different musical	Listen to a live	a music piece	happy/sad,	begin to identify	identify this in
talk about music,	pieces	performance (African	sounds darker or	children are	this in the	the pieces
expressing their	pieces	drumming session) and	brighter). Minor	encouraged to	pieces.	independently.
feelings and	Understand what makes	offer thoughtful	and major.	make	pieces.	independentiy.
responses	a good performance and	feedback	ana major.	comparisons	When listening	When listening
responses	make thoughtful	Teeubuck		about mood e.g.	children are	children discuss
Composers/Artists	responses	Composers/Artists	Ask children to	comparing the	introduced to	with confidence
list - Reception	responses	list - Year 2	identify	mood to	the technical	the technical
• Pachelbel - Canon	Composers/Artists list -	• J S Bach - Jesu, Joy	instruments they	weather. Minor	aspects of the	aspects of the
in D Major	Year 1	of Man's Desiring	hear	and major.	piece for	piece for example:
<ul> <li>Johann Sebastian</li> </ul>	<ul> <li>Mozart - Eine Kleine</li> </ul>	• Dvorak - New World	neur	and major.	example:	<ul> <li>Concerto</li> </ul>
Bach - Sheep May	<ul> <li>Mozart - Line Kielne</li> <li>Nachtmusik</li> </ul>	Symphony	Children are asked		• Concerto	<ul><li>Symphony</li></ul>
Safely Graze	<ul> <li>Johann Sebastian Bach</li> </ul>	• Tchaikovsky – Swan	to listen carefully	Ask children to	Symphony	<ul> <li>Eras in music</li> </ul>
• Beethoven -	- Air on a G String	Lake	to identify the	identify	• Eras in music	<ul> <li>Instrument</li> </ul>
Ninth Symphony	<ul> <li>Sergei Prokofiev -</li> </ul>	Robbie Williams -	number of	instruments	• Instrument	choice
• Beatles -	Lieutenant Kije	Millennium	instruments playing,	they hear	choice	<ul> <li>Composition</li> </ul>
Nowhere Man	• Queen - I Want to	Minerinan	discussing how this	Children to	Composition	choices
	Break Free		effects texture of	listen to the	choices	<ul> <li>Form (binary</li> </ul>
			the pieces	amount of	• Form (binary	and ternary,
				instruments	and ternary,	coda, middle
				playing and	coda, middle	eight, bridge
			Children are	discuss how this	eight, bridge	etc)
			beginning to find	effects texture	etc)	
			out about the origin	of the pieces.		Children discuss
			of the music that		Children are	independently the
			they are listening		beginning to	origin of the
			to.	Children are	discuss	music that they
				developing their	independently	are listening to
				understanding	the origin of the	including social
				further about	music that they	and cultural
					are listening to	impact of the
				the origin of the	including social	music.
					and cultural	

Composing				music that they are listening to.	impact of the music.	
Composing Experiment with sounds and begin to create pattern Explore, choose and organise sounds and musical ideas with sound Explore and create simple musical sounds with voices and instruments Recognise that sounds can be sorted Identify and sort sounds using simple criteria: loud, quiet Use percussion instruments to create patterns, sounds and combinations in small groups and as	Make different sounds with their voices and instruments Identify changes in sound Repeat short rhythmic and melodic patterns with increasing accuracy Create musical sound effects and short sequences of sound in response to stimuli (i.e. a woodland walk, a windy day, a journey) Recognise how graphic notation can represent created sounds introduced, for example:	As Y1, plus: Compose their own patterns to be copied or improvised, individually and in group composition Practise being an "orchestra" (some remain silent and others play, or children play different parts) and discuss the overall effect	Children are guided in their composition through restriction of note choice (5 notes) and phrase length (8 beats at a time) Children use rhythm manipulation to alter the phrases that they compose. The children will use traditional notation to record their composition these will include: Crochet Minim Semi breves Rests Time signature for their compositions with always be in 4/4	As previous but with embedding and more confidence.	Children are guided in their composition through restriction of note choice (an octave) and phrase length (8 beats at a time) Children will confidently discuss the ways in which notes work together: Cadence points and the chords that effect that has on the composition. Children will work on different sections of a song to deepen	As previous but with embedding and more confidence.

a whole class	Use percussion	Each phrase the	their
(directed)	instruments to create	class comes up with	understanding of
	patterns, sounds and	will be but in the	
Follow hand	combinations in small	class composition to	The children will
gestures and	groups and as a whole	be played as an	use traditional
actions that	class (directed)	ensemble and	notation to
represent sounds		recorded	record their
	Use Glockenspiels (and	professionally using	composition
	similar tuned percussion	music technology.	these will include
	instruments) to explore		a full range of
	patterns, both rhythmic	These may become	note choices.
	and melodic	a part of their	
		examinations.	
			Time signature
			for their
			compositions will
			be in $\frac{3}{4}$ or 4/4.
			Each phrase the
			class comes up
			with will be but
			in the class
			composition to be
			played as an
			ensemble and
			recorded
			professionally
			using music
			technology.
			These may
			become a part of

					their examinations.	
Performing						
Perform songs, with others, with developing confidence and - when appropriate -	Sing and chant songs in unison Present what they have learnt to other people	Sing and chant in unison, developing a awareness of diction when singing	Practise, rehearse and present performances with an awareness of an audience (songs and	As all previous year groups as well as: Slow removal of	Children will begin to change the sound of their instrument (keyboards) the	As all previous year groups as well as: Children will be
try to move in time with music Present what they	with some awareness of an audience performing to staff and children in class/another class	Practise, rehearse and present performances with an awareness of an audience -	instruments) with increasing confidence.	scaffold of the interactive backing track.	enhance the sound of the performance.	expected to confidently change the sound of their
have learnt to other people (songs	(songs and instruments) Follow the music	performing to staff and children in class/another class	Remember and explain the	Perform for the London College of Music	Children learn about the	instrument (keyboards) the enhance the sound
and instruments) Practise starting	teacher's (conductor's) signs when performing as	(songs and instruments)	importance of starting and ending together (songs and	examinations.	technical aspects that improve a performance -	of the performance.
and ending together (songs and instruments)	a group (songs and instruments)	Remember and explain the importance of	instruments) and they will be expected to do so		drummer will roll and crash and choke to develop	Perform for the
Begin to understand what	Recognise visual signs for start, stop (songs and instruments)	starting and ending together (songs and instruments)	independently. Children will begin		a more professional performance	London College of Music examinations.
makes a good performance	Practise and understand the importance of	Recognise what makes a good performance	to lead and conduct the class in whole class performances.		Discuss clearly and confidently	Children learn about the
Copy, repeat and practise, preparing for a performance	starting and ending together (songs and instruments)	and offer feedback on the group performance, drawing on their growing	Recognise what makes a good performance and		what makes a good performance and offer feedback	technical aspects that improve a performance - drummer will roll
		knowledge of	offer feedback on		on the group	and crash and

Music Skills Flogies			1			
When performing	Recognise what makes a	pulse/beat, rhythm,	the group		performance,	choke to develop a
to the interactive	good performance and	pitch and tempo	performance,		drawing on their	more professional
backing track, the	begin to comment on		drawing on their		secure knowledge	performance
track plays for the	their musical	When performing to	secure knowledge		of pulse/beat,	
whole performance	performance as an	the interactive	of pulse/beat,		rhythm, pitch	Complete removal
	ensemble (songs and	backing track, the	rhythm, pitch and		and tempo.	of scaffold of the
Perform to parents	instruments)	track plays for the	tempo.			interactive
at least three		whole performance			Children will have	backing track.
times per year	When performing to the		Children are		the opportunity	
	interactive backing	Perform to parents at	introduced to the		to accompany a	
	track, the track plays	least twice per year	'level of		vocalist in their	
	for the whole	and also perform for	performance' (the		performances.	
	performance	the London College of	ability to play			
		Music examination at	something correctly		Removal of more	
	Perform to parents at	the end of the	and consistently)		elements of the	
	least three times per	academic year	and improve on this.		scaffold	
	year				(interactive	
					backing track).	
Musicianship						
Pulse/Beat	Pulse/Beat	Pulse/Beat	Pulse/Beat	Pulse/Beat	Pulse/Beat	Pulse/Beat
Move or clap to a	Walk, move or clap to a	Understand that the	Add and understand	Use of accents	Students will	Students will
steady beat with	steady beat with others,	speed of the beat can	accents to a rhythm	should be	learn precise	develop a full
increasing	changing the speed of	change, creating a	or pulse. For	extended to	musical counting	understanding of
confidence	the beat as the tempo of	faster or slower pace	example: A louder	incorporate	skills in terms of	the use of accents
	the music changes	(tempo)	clap to accentuate	selected beats	bars and/or	in a variety of
Play repeated	-		the first beat of a	within a 4/4	beats.	time signatures,
patterns using body	Play repeated rhythm	Mark the beat of a	bar in 4/4 time	time signature.	The addition of	excluding
percussion	patterns using body	listening piece by			accents will be	compound time
		tapping or clapping and				signatures.

Copy and respond	percussion and classroom	recognising tempo as	Rhythm		linked to	
to the pulse in	percussion	well as changes in	To repeat a simple	Rhythm	composition	Rhythm
recorded or live	'	tempo	rhythmic pattern	To repeat a	•	Understand, play,
music through	Play short, pitched		using teacher led	rhythmic	Rhythm	adapt and create
movement	patterns on tuned	Move or clap in time	imitation.	pattern of	Children in Year	a rhythm or fill
	instruments	to the beat of a piece		greater	5 will learn to	using traditional
Rhythm	(glockenspiels) to	of music or song	To remember,	complexity than	understand and	notation.
Perform short	maintain a steady beat		recall and	in previous	play a rhythm	
copycat rhythm		Know the difference	reproduce that	years, using	using traditional	To work in groups
patterns with	Respond to the pulse in	between left and right	same pattern.	more irregular	notation, having	to achieve a
increasing	recorded or live music	to support	•	notes. For	been supported	composition
confidence and	through movement or	coordination and	To repeat a pattern	example: Dotted	by teacher led	element.
accuracy, led by	dance	shared movement with	as part of a group.	crotchets and	imitation.	
the teacher		others	For example: Two	quavers.		Use two hands to
	Rhythm		different rhythms		Classes will begin	create patterns,
Perform short	Perform short copycat	Begin to group beats	being played	Students will be	to use	to include drum
repeating rhythm	rhythm patterns	in twos and threes by	simultaneously.	taught to	polyrhythm	kit rudiments;
patterns,	accurately, led by the	tapping knees on the		recognise a	techniques, with	Paradiddle; Flam;
developing	teacher	first (strongest) beat		written	up to three	Double stroke roll.
awareness of a		and clapping the		rhythmic	separate parts	
steady beat	Perform short repeating	remaining beats.	Pitch	pattern in	played	Pitch
	rhythm patterns		Become aware -	recorded music.	simultaneously.	To differentiate
Pitch	(ostinati) while keeping in	Identify the beat	through games and			between no more
Listen carefully to	time with a steady beat	groupings in familiar	exercises - high	Pitch	Pitch	than a tone or
sounds in the local		music that they sing	and low sounds. For	To sing from	To identify which	semitone apart.
school environment	Perform word-pattern	regularly and listen to	example: Is the	memory and	register of the	
and identify what	chants:		second sound you	without	keyboard a sound	To recognise and
has made them		Rhythm	hear, higher or	accompaniment,	is from. Eg; low,	intervals within a
		Play copycat rhythms,	lower than the	a known song	medium, high.	major chord
Sing familiar songs	MOTH SPIDER CATERPILLAR	copying a leader, and	first?	from the RMP		(major third;
		invent rhythms for		Ltd repertoire	To sing a major	perfect fifth;
Explore percussion	Pitch	others to copy on	Use the voice to	list.	scale and be	octave)
sounds to		untuned percussion	'siren' in order to		aware of the	

represent	Listen to sounds in the		internalise and	Students will	interval of one	To develop good
experiences or	local school environment,	Perform word-pattern	explore high and	learn to	octave (perfect	relative pitch, by
stories	comparing high and low	chants	low sounds.	recognise the	8 <sup>th</sup> )	naming the 'next
	sounds			first five notes	For example;	note' in a well
		MOTH SPIDER CATERPILLAR		of a major scale	First two notes	known and
	Sing familiar songs in			and sing them -	of, Somewhere	previously played,
	both low and high voices	Read and respond to		an additional	Over the	melody.
	and talk about the	chanted rhythm		exercise would	Rainbow'.	
	difference in sound	patterns, and begin to		be to miss out		
		represent them with		one note from		
	Explore percussion	stick notation		the above five.		
	sounds to enhance	including crotchets,				
	storytelling, e.g.	quavers and crotchets				
	ascending xylophone	rests				
	notes to suggest Jack					
	climbing the beanstalk /	Create and perform				
	quiet sounds created on a	their own chanted				
	rainstick or shakers to	rhythm patterns				
	depict a shower / regular					
	strong beats played on a	Pitch				
	drum to replicate	Sing short phrases				
	menacing footsteps	independently within a				
		singing game or short				
		song.				
		Respond independently				
		to pitch changes				
		heard in short melodic				
		phrases, indicating				
		with actions (e.g.				
		stand up/sit down,				
		hands high/hands low)				