

Sing Up Music 2021-2022 OVERVIEW: Version 1 (Sep-21)		TERM 1: AUTUMN 2021			
EARLY YEARS					
Nursery	Unit title	Let's be friends		Travel and movement	
Reception	Unit title	<i>I've got a grumpy face</i>	<i>The Sorcerer's Apprentice</i>	<i>Witch, witch</i>	<i>Row, row, row your boat</i>
KEY STAGE 1					
Year 1	Unit title	<i>Menu song</i>	<i>Colonel Hathi's March</i>	Magical musical aquarium	<i>The king is in the castle</i>
Year 2	Unit title	<i>Tony Chestnut</i>	<i>Carnival of the Animals</i>	<i>Creepy castle</i>	Magical musical aquarium
KEY STAGE 2					
Year 3	Unit title	<i>I've been to Harlem</i>	<i>Nao chariya de/ Mingulay boat song</i>	Sound symmetry	<i>Chilled out clap rap</i>
Year 4	Unit title	<i>This little light of mine</i>	<i>The Pink Panther Theme</i>	Sound symmetry	<i>My fantasy football team</i>
Year 5	Unit title	<i>What shall we do with the drunken sailor?</i>	<i>Why we sing</i>	<i>Keep the home fires burning</i>	Songwriting
Year 6	Unit title	<i>Hey Mr Miller</i>	<i>Shadows</i>	<i>Touch the sky</i>	Songwriting

Sing Up Music 2021-2022 OVERVIEW: Version 1 (Sep-21)		TERM 2: SPRING 2022			
EARLY YEARS					
Nursery	Unit title	Unit 3 (Coming Dec-21)		Unit 4 (Coming Jan-22)	
Reception	Unit title	Listen 2	<i>Shake my sillies out</i>	<i>Up and down</i>	<i>Five fine bumble bees</i>
KEY STAGE 1		Coming late Autumn 21 for terms 2 & 3 – KS1 Musical Literacy Toolkit: support for teaching beat, rhythm, and melody, including ways to integrate musical notations, demonstration videos, and transferable approaches to be used alongside Sing Up Music units of work.			
Year 1	Unit title	<i>Football</i>	Listen 2	Compose 2	<i>Who stole my chickens and my hens?</i>
Year 2	Unit title	<i>Grandma rap</i>	Listen 2	Compose 2	<i>Minibeasts</i>
KEY STAGE 2		Coming late Autumn 21 for terms 2 & 3 – KS2 Musical Literacy Toolkit: support for teaching beat, rhythm, and melody, including ways to integrate musical notations, demonstration videos, and transferable approaches to be used alongside Sing Up Music units of work.			
Year 3	Unit title	Ukulele 1: <i>Latin dance</i>	Listen 2	Compose 2	<i>The bare necessities</i>
Year 4	Unit title	Ukulele 3: <i>The doot doot song</i>	Listen 2	Compose 2	<i>Tongo</i>
Year 5	Unit title	<i>Madina tun nabi</i>	Listen 2	Compose 2	<i>Three little birds</i>
Year 6	Unit title	<i>Dona nobis pacem</i>	Listen 2	Compose 2	<i>Ain't gonna let nobody</i>

Sing Up Music 2021-2022 OVERVIEW: Version 1 (Sep-21)		TERM 3: SUMMER 2022			
EARLY YEARS					
Nursery	Unit title	Unit 5 (Coming Mar-22)		Unit 6 (Coming Apr-22)	
Reception	Unit title	<i>Down there under the sea</i>	Listen 3	<i>Slap clap clap</i>	<i>Bow, bow, bow Belinda</i>
KEY STAGE 1		Coming late Autumn 21 for terms 2 & 3 – KS1 Musical Literacy Toolkit: support for teaching beat, rhythm, and melody, including ways to integrate musical notations, demonstration videos, and transferable approaches to be used alongside Sing Up Music units of work.			
Year 1	Unit title	<i>Just like me</i>	Listen 3	Compose 3	<i>As I was walking down the street</i>
Year 2	Unit title	<i>Tanczemy labada</i>	Listen 3	Compose 3	<i>The rockpool rock</i>
KEY STAGE 2		Coming late Autumn 21 for terms 2 & 3 – KS2 Musical Literacy Toolkit: support for teaching beat, rhythm, and melody, including ways to integrate musical notations, demonstration videos, and transferable approaches to be used alongside Sing Up Music units of work.			
Year 3	Unit title	<i>Ukulele 2: Fly with the stars</i>	Listen 3	Compose 3	<i>Four white horses</i>
Year 4	Unit title	<i>Ukulele 4: Favourite song</i>	Listen 3	Compose 3	<i>Consider yourself</i>
Year 5	Unit title	<i>Baloo baleerie</i>	Listen 3	Compose 3	<i>Kis nay banaayaa</i>
Year 6	Unit title	<i>Ame sau vala tara bal</i>	Listen 3	Compose 3	<i>Nobody knows (The Lumineers)</i>



National Curriculum for Music – KS1 (for Reception)	
PoS1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
PoS2	Pupils play tuned and untuned instruments musically.
PoS3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
PoS4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.

EYFS Statutory Framework 2021 – Reception		
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 (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 Units – Reception		Sing focus	Listen focus	Sing focus	Sing focus
Piece		<i>I've got a grumpy face</i>	<i>The Sorcerer's Apprentice</i>	<i>Witch, witch</i>	<i>Row, row, row your boat</i>
National Curriculum for Music – KS1 (for Reception)					
	PoS1	✓		✓	✓
	PoS2			✓	✓
	PoS3	✓	✓	✓	✓
	PoS4	✓			
EYFS Statutory Framework 2021 – Reception					
Communication & Language	a	✓	✓	✓	✓
	b	✓			
PS&ED	a	✓	✓	✓	✓
	b	✓			
Physical development	a	✓	✓	✓	✓
	b	✓			
Literacy	a	✓	✓		✓
Mathematics					
Understanding the world					
Expressive Arts & Design	a	✓		✓	✓
Unit Outcomes					
		Listen to the music and mark the beat with actions.	Identify and describe key features or extreme contrasts within a piece of music.	Listen and pitch match a call-and-response song.	Listen to the song and mark the pulse with rowing actions.
		Sing with a sense of pitch across a small range of notes.	Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower).	Sing using a range of voices to adopt different roles and characters.	Sing a tune with 'stepping' and 'leaping' notes.
		Play instruments and use voices to explore feelings and moods.	Explore storytelling through music and structure a class story based on the piece.	Improvise and Play a simple accompaniment using percussion instruments by working together.	Make up new lyrics and improvise vocal sounds for different kinds of transport.
		Compose new lyrics with corresponding actions.	Respond to music in a range of ways and in different mediums (movement/mark making/improvisation).	As above.	Play a steady beat on percussion instruments.



National Curriculum for Music – Year 1	
PoS1	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
PoS2	Pupils play tuned and untuned instruments musically.
PoS3	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
PoS4	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Model Music Curriculum – Year 1		
Singing	a	Sing simple chants and rhymes together, in tune and from memory, following visual cues.
	b	Sing songs with a very small range e.g. mi-so and pentatonic songs.
	c	Sing a wide range of call-and-response songs to control vocal pitch and pitch match.
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.
	c	Experience live music making in and out of school.
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. Combine to make a story using classroom instruments.
	c	Understand the difference between pitch and rhythm patterns.
	d	Invent, retain, and recall rhythm and pitch patterns.
	e	Use music technology to capture, change, and combine sounds.
Musicianship: Pulse/beat	f	Recognise how graphic notation can represent created sounds.
	a	Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
	b	Using body percussion and classroom percussion play repeated patterns (both rhythm and pitch based).
Musicianship: Rhythm	c	Respond to the pulse in recorded/live music through movement and dance.
	d	Perform short copycat rhythm patterns accurately short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
	e	Perform short repeating rhythm patterns while keeping in time with a steady beat.
Musicianship: Pitch	f	Perform word-pattern chants and create, retain, and perform their own rhythm patterns.
	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.

Sing Up Music Units – Year 1		Sing focus	Listen focus	Compose focus	Sing focus
Piece		Menu song	Colonel Hathi's March	Magical musical aquarium	The king is in the castle
National Curriculum for Music					
	PoS1	✓		✓	✓
	PoS2	✓	✓	✓	✓
	PoS3	✓	✓	✓	✓
	PoS4	✓	✓	✓	✓
Model Music Curriculum					
Singing	a	✓			✓
	b				
	c				
Listening	a		✓		✓
	b			✓	
	c	✓		✓	
Composing	a				
	b	✓	✓	✓	✓
	c				
	d				✓
	e			✓	
Musicianship: Pulse/beat	f				
	a	✓	✓		✓
	b				✓
Musicianship: Rhythm	c	✓			✓
	d				
	e				
Musicianship: Pitch	f				✓
	g		✓		
	h				
	i	✓		✓	✓
	j			✓	✓
Unit Outcomes					
		Listen and move in time to the song.	Listen to a piece of music and move in time to its steady beat.	Listen actively to Aquarium.	Listen and identify a simple song structure and rhyme pattern.
		Sing this cumulative song from memory, remembering the order of the verses.	Recognise and respond to the musical characteristics of the music through movement/dance.	Sing with expression.	Sing and change voices to suit different characters while performing appropriate actions.
		Play classroom instruments to accompany the song.	Recognise similar instrument sounds used in their own classroom.	Play percussion instruments with expression.	Compose and explore timbre, dynamics, and pitch to tell a story.
		Compose and devise a dramatic group performance using props and kitchen sound-makers.		Compose by experimenting with sounds to create aquarium inspired music and draw sounds using graphic symbols.	Play contrasting accompaniments to reinforce the verse structure.



National Curriculum for Music – Year 2	
Po51	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Po52	Pupils play tuned and untuned instruments musically.
Po53	Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
Po54	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Model Music Curriculum – Year 2		
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 and tempo, and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.
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.
	c	Experience live music making in and out of school.
Composing	a	Create music in response to a non-musical stimulus.
	b	Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
	c	Use music technology to capture, change and combine sounds.
Musicianship: Pulse/beat	a	Understand that the speed of the beat can change, creating a faster or slower pace.
	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 beat and clapping the remaining beats.
	e	Identify the beat groupings in familiar music that they sing regularly and listen to pieces with strong identifiable beat groupings.
	f	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
Musicianship: Rhythm	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.
	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.
Musicianship: Pitch	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 three-note tunes played on tuned percussion.

Sing Up Music Units – Year 2		Sing focus <i>Tony Chestnut</i>	Listen focus <i>Carnival of the Animals</i>	Sing focus <i>Creepy castle</i>	Compose focus <i>Magical musical aquarium</i>
National Curriculum for Music					
	Po51	✓		✓	✓
	Po52	✓	✓	✓	✓
	Po53	✓	✓	✓	✓
	Po54	✓	✓	✓	✓
Model Music Curriculum					
Singing	a				
	b	✓		✓	
	c			✓	
Listening	a		✓	✓	✓
	b		✓		✓
	c	✓			✓
Composing	a		✓	✓	
	b	✓			✓
	c		✓		
Musicianship: Pulse/beat	a		✓		
	b	✓			
	c	✓			✓
	d				
Musicianship: Rhythm	e				
	f	✓			
	g	✓			
	h				
Musicianship: Pitch	i				
	j				
	k				
	l				✓
	m				
Unit Outcomes					
		Listen to, recognise, and play echoing phrases by ear.	Listen with increased concentration to sounds/music and respond by talking about them or physically with movement and dance.	Listen to music in a minor key, recognising small steps (intervals) in the music.	Listen actively to Aquarium.
		Sing with good diction to emphasise word play.	Identify different qualities of sound (timbres) such as smooth, scratchy, clicking, ringing, and how they are made.	Sing small intervals accurately and confidently, and vary dynamic contrast.	Sing with expression.
		Play the song's melody on a tuned percussion instrument.	Select and compose music based on the timbral quality of an instrument to reflect an animal's character.	Compose/improvise a sequence of sounds in response to a given stimulus.	Play percussion instruments with expression.
		Compose or improvise rhythms/rhythm patterns along to the backing track using the note C.	Recognise and respond to different changes of speed (tempo), volume (dynamics), and pitch (high/low).	Play a piece of music by following a graphic score (could be their own compositions).	Compose by experimenting with sounds to create aquarium inspired music and draw sounds using graphic symbols.
			Recognise the character of a piece of music and begin to use music terminology when describing how the character is created (i.e. the character is a large animal because the music moves slowly).		



National Curriculum for Music – Year 3	
PoS1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
PoS2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
PoS3	Listen with attention to detail and recall sounds with increasing aural memory.
PoS4	Use and understand staff and other musical notations.
PoS5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.
PoS6	Develop an understanding of the history of music.

Model Music Curriculum – Year 3		
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.
	b	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.
	e	Perform as a choir in school assemblies.
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.
	c	Experience live music making in and out of school.
Composing: Improvise	a	Become more skilled in improvising (using voices, tuned and untuned percussion, and 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.
Composing: 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: Instrumental	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).
	c	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
	d	Individually copy stepwise melodic phrases with accuracy at different speeds. Extend to question-and-answer phrases.
Performing: Reading notation	e	Introduce the staff, 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.

Sing Up Music Units – Year 3 Piece		Sing focus <i>I've been to Harlem</i>	Listen focus <i>Nao chariya de/ Mingulay boat song</i>	Compose focus <i>Sound symmetry</i>	Sing focus <i>Chilled out clap rap</i>
National Curriculum for Music				COMING OCT-21	
	PoS1	✓		✓	✓
	PoS2	✓		✓	✓
	PoS3	✓	✓	✓	✓
	PoS4	✓		✓	✓
	PoS5	✓	✓		
	PoS6	✓	✓		
Model Music Curriculum					
Singing	a	✓		✓	
	b	✓			✓
	c	✓			✓
	d				✓
	e				✓
Listening	a	✓	✓		
	b	✓	✓		✓
	c			✓	
Composing: Improvise	a	✓		✓	
	b	✓		✓	
Composing: Compose	c				✓
	d	✓			✓
Performing: Instrumental	a	✓			✓
	b	✓			✓
	c				✓
Performing: Reading notation	d	✓			
	e	✓			✓
	f				✓
	g				✓
Unit Outcomes					
	Listen and identify where notes in the melody of the song go down and up.	Begin to develop an understanding and appreciation of music from different musical traditions.	Listen to and analyse the pitch and melody of a song, identifying how the song has been developed using symmetry.	Listen and respond with crotchet and quaver pulse actions and adapt these actions to the changing speed of music.	
	Sing with an awareness of the shape of the melody.	Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.	Sing by improvising simple melodies and rhythms.	Sing and rap accurately and rhythmically with marked dynamic contrasts.	
	Play melodic and rhythmic accompaniments to a song.	Identify the pieces as songs (with verses and choruses).	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Compose and create clapped rhythmic patterns using crotchets, paired quavers, and crotchet rests.	
	Compose and play a pentatonic ostinato.	Listen to their own compositions and use musical language to describe what happens in them.	Play compositions for an audience (live or recorded).	Play and transfer patterns to tuned instruments and play as part of a group, adopting different roles within a layered piece.	



National Curriculum for Music – Year 4	
PoS1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
PoS2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
PoS3	Listen with attention to detail and recall sounds with increasing aural memory.
PoS4	Use and understand staff and other musical notations.
PoS5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.
PoS6	Develop an understanding of the history of music.

Model Music Curriculum – Year 4		
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 and quieter.
	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.
	c	Perform a range of songs in school assemblies.
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: Improvise	a	Experience live music making in and out of school.
	b	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).
Composing: Compose	a	Begin to make compositional decisions about the overall structure of improvisations.
	b	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.
	c	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.
Performing: Instrumental	d	Explore developing knowledge of musical components by composing music to create a specific mood e.g. creating music to accompany a short film clip.
	e	Introduce major and minor chords.
	f	Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
	g	Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
	h	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
	i	Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so).
Performing: Reading notation	j	Perform in two or more parts from simple notation using instruments played in whole-class teaching. Identify static and moving parts.
	k	Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
	l	Introduce and understand the differences between minims, crotchets, paired quavers, and rests.
	m	Follow and perform simple rhythmic scores to a steady beat; maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Sing Up Music Units – Year 4		Sing focus <i>This little light of mine</i>	Listen focus <i>Theme from The Pink Panther</i>	Compose focus <i>Sound symmetry</i>	Sing focus <i>My fantasy football team</i>
National Curriculum for Music					
PoS1		✓		✓	✓
PoS2		✓		✓	✓
PoS3			✓	✓	
PoS4				✓	✓
PoS5		✓	✓		
PoS6		✓	✓		
Model Music Curriculum					
Singing	a	✓		✓	✓
	b	✓			
	c	✓			
Listening	a	✓	✓		
	b	✓			
Composing: Improvise	a	✓		✓	✓
	b				
Composing: Compose	d				✓
	e		✓	✓	
	f			✓	
	g			✓	
	h		✓	✓	✓
Performing: Instrumental	a				
	b				
	c				
Performing: Reading notation	d			✓	
	e				✓
	f				✓
	g				✓
Unit Outcomes					
	Listen and move in time to songs in a gospel style.	Recognise elements of the music e.g. the rhythm that establishes the mood and character.	Listen to and analyse the pitch and melody of a song, identifying how the song has been developed using symmetry.	Listen to and move to music, marking the pulse with different durations: walk (crotchets), jogging (quavers), and stride (minims).	
	Sing in a gospel style with expression and dynamics.	Create a mood/ scene based on a given set of instruments.	Sing by improvising simple melodies and rhythms.	Sing with clear articulation, expression, and actions.	
	Play rhythm patterns along with <i>This little light of mine</i> .	Talk about the effect of particular sounds.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Compose and perform a whole-class 'rondo' with pupil-composed melodic patterns.	
	Improvise using the voice on the notes of the pentatonic scale.		Play compositions for an audience (live or recorded)	Identify, play from, and compose with rhythm patterns comprising crotchets, quavers, crotchet rests, and minims.	



National Curriculum for Music – Year 5	
PoS1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
PoS2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
PoS3	Listen with attention to detail and recall sounds with increasing aural memory.
PoS4	Use and understand staff and other musical notations.
PoS5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.
PoS6	Develop an understanding of the history of music.

Model Music Curriculum – Year 5		
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.
	c	Perform a range of songs in school assemblies and in school performance opportunities.
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.
	c	Experience live music making in and out of school.
Composing: 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.
	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.
Composing: Compose	d	Working in pairs, compose a short ternary piece, or another musical structure.
	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.
Performing: Instrumental	a	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff 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.
Performing: Reading notation	d	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
	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.

Sing Up Music Units – Year 5		Sing focus <i>What shall we do with the drunken sailor?</i>	Listen focus <i>Why we sing</i>	Sing focus <i>Keep the home fires burning</i>	Compose focus <i>Songwriting</i>
National Curriculum for Music					
	PoS1	✓		✓	✓
	PoS2	✓		✓	✓
	PoS3	✓	✓	✓	✓
	PoS4	✓	✓	✓	✓
	PoS5	✓	✓	✓	✓
	PoS6	✓	✓	✓	✓
Model Music Curriculum					
Singing	a	✓		✓	
	b			✓	
	c	✓		✓	
Listening	a	✓	✓	✓	
	b	✓	✓	✓	
	c			✓	✓
Composing: Improvise	a				✓
	b				✓
	c				✓
Composing: Compose	d				✓
	e	✓		✓	✓
	f	✓		✓	✓
Performing: Instrumental	a	✓		✓	✓
	b	✓		✓	✓
	c	✓		✓	✓
Performing: Reading notation	d				✓
	e			✓	
	f			✓	
	g			✓	
	h			✓	
Unit Outcomes					
		Listen to the song keeping the pulse while playing a 'cup' game.	Recognise aurally individual instruments and voices.	Listen: a) recognise and respond to music with crotchet, minim, semiquaver, and dotted quaver semiquaver actions. b) develop a knowledge and understanding of the history, and social context of music associated with the First World War.	Listen to and identify the structure of songs they are currently familiar with.
		Sing a sea shanty expressively observing phrasing and accuracy in pitch and rhythm.	Identify key elements that give the music its unique sound and talk about the music using appropriate musical language.	Sing with expression and an appreciation of the song's history and purpose, perform for an audience as part of Remembrance services, or a class history topic assembly.	Listen to and analyse song lyrics to help them appreciate the role of metaphor.
		Play bass notes, chords, or rhythms to accompany singing.	Identify the song's verse/chorus structure.	Compose/improvise: based around the C major triad compose a fanfare in memory of the men and women who were involved in WW1.	Understand techniques for creating a song and develop a greater understanding of the songwriting process.
		Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	Recognise the combined effect of layers of sound in the recording.	Play the Home fires fanfare as a class from the score with expression.	Improvise and experiment with pitch and rhythm to create a strong hook. Have the opportunity to 'doodle' with sounds. Compose and create fragments of songs that can develop into fully fledged songs.



National Curriculum for Music – Year 6	
PoS1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
PoS2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
PoS3	Listen with attention to detail and recall sounds with increasing aural memory.
PoS4	Use and understand staff and other musical notations.
PoS5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians.
PoS6	Develop an understanding of the history of music.

Model Music Curriculum – Year 6		
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 in order to develop greater listening skills, balance between parts, and vocal independence.
	c	Perform a range of songs as a choir in school assemblies, school performance opportunities, and to a wider audience.
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: Improvise	c	Experience live music making in and out of school.
	a	Extend improvisation skills through working in small groups to:
	b	Create music with multiple sections that include repetition and contrast.
Composing: Compose	c	Use chord changes as part of an improvised sequence.
	d	Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
	e	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. Note this melody.
	f	Compose melodies made from pairs of phrases in either G major or E minor, or a key suitable for the instrument chosen.
	g	Either of these melodies can be enhanced with rhythmic or chordal accompaniment.
Performing: Instrumental	h	Compose a ternary piece, or another musical structure, use available music software/apps to create and record it, discussing how musical contrasts are achieved.
	a	Play a melody following staff notation written on one staff 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.
Performing: Reading notation	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.
	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.

Sing Up Music Units – Year 6		Sing focus <i>Hey, Mr Miller</i>	Listen focus <i>Shadows</i>	Sing focus <i>Touch the sky</i>	Compose focus <i>Songwriting</i>
National Curriculum for Music					
PoS1	✓			✓	✓
PoS2	✓			✓	✓
PoS3	✓		✓	✓	✓
PoS4	✓			✓	
PoS5	✓		✓	✓	
PoS6	✓		✓	✓	
Model Music Curriculum					
Singing	a	✓		✓	
	b	✓		✓	
	c	✓		✓	
Listening	a		✓		
	b	✓	✓		✓
Composing: Improvise	c			✓	✓
	a			✓	✓
	b			✓	✓
Composing: Compose	c			✓	
	e				✓
	f				✓
	g			✓	✓
	h				✓
Performing: Instrumental	a			✓	
	b	✓		✓	✓
Performing: Reading notation	c			✓	
	d				
	e				
	f				
	g				
Unit Outcomes					
	Listen to historical recordings of big band swing.	Explore the influences on an artist by comparing pieces of music from different genres.	Listen to traditional Scottish folk music identifying the features that have influenced the composing of the song <i>Touch the sky</i> .	Identify the structure of songs they are currently familiar with.	
	Sing a syncopated melody accurately and in tune.	Recognise and identify features of timbre/instrumentation and expression in an extract of recorded music.	Sing accurately in two parts, with dynamic contrast and expression.	Analyse song lyrics to help them appreciate the role of metaphor.	
	Play in a group with a good sense of ensemble.	Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.	Improvise extended melodies using the pentatonic scale.	Understand techniques for creating a song and develop a greater understanding of the songwriting process.	
	Compose a syncopated melody using notes of the C major scale.		Play the melody, bass note, or chord for one verse of <i>Skye boat song</i> .	Experiment with pitch and rhythm to create a strong hook.	
				Have the opportunity to 'doodle' with sounds.	
				Create fragments of songs that can develop into fully fledged songs.	