

Music Overview – Crackley Bank Primary School
Sing Up - 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Exploring sounds - Listening and responding to music. Let's Be Friends - Think about feelings - Sing a song with others - Listen and join in with actions	Christmas Concert Performance - singing Children will use their voices to sing traditional and modern Christmas songs to show the Nativity.	Nursery Rhymes - Exploring patterns and repetition. - Joining in with familiar songs. This is me - Describe themselves and others - Sing the shape of the tune - Come up with ideas for actions	Nursery Rhymes - Exploring patterns and repetition. Joining in with familiar songs. I've got feelings - Create music based on a different feeling, using bodies as instruments. - Listen to different pieces of music and describe how it makes them feel (physically or verbally).	Nursery Rhymes - Exploring patterns and repetition. - Joining in with familiar songs. Animal Tea Party - Listen to music and move bodies in different ways. - Crouch - Stretch - Curl - Wave, Reach	Nursery Rhymes - Exploring patterns and repetition. Joining in with familiar songs. Let's jam! - Tap the rhythm of their names. - Use instruments and body percussion to create rhythms. - Call and response - Explore dynamics (volume)
Reception	I've Got a Grumpy Face - Make up new words and actions about emotions and feelings. - Create sounds to show different emotions and feelings. - Sing a song.	Christmas Concert Songs Children will use their voices to sing traditional and modern Christmas songs to show the Nativity.	Bird Spotting: Cuckoo Polka - Explore the range and capabilities of voices through vocal play. - Develop a sense of beat by performing actions to music. - Develop active listening skills by	Five Fine Bumble Bees - Improvise a vocal/physical soundscape about minibests. - Sing in call-and-response and change voices to make a buzzing sound. - Play an accompaniment	It's oh so quiet! - Develop listening skills, identifying dynamics (<i>forte</i>, <i>piano</i>, <i>crescendo</i>, and <i>diminuendo</i>) across a range of different musical styles. - Explore dynamics with their voices and instruments.	Down there under the Sea. - Compose new words and actions to <i>Down there under the sea</i>. - Sing a call-and-response song. - Play sea sound effects. - Play a stepping tune using the notes C-D-E

	• Tap the beat of the song with actions.		• recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music.	• using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance.	• Play different instruments with control. • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>.	• Listen and move to pieces of music inspired by the sea.
Year 1	Menu Song • Participate in creating a dramatic group performance using kitchen-themed props. • Copy a leader in a call-and-response song, waiting their turn to sing. • Sing a cumulative song from memory, remembering the order of the verses.	Christmas Concert Performance - singing • Children will use their voices to sing traditional and modern Christmas songs.	Football • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable.	Cat and mouse • Create rhythm patterns, put them in an order to create a composition. • Write down our compositions. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns.	Come Dance with Me • Copy call-and-response patterns with voices and instruments. • Echo sing on our own and in pairs. • Create new words to a song and play the rhythm. • Sing a call-and-response song. • Play a short phrase on tuned percussion holding beaters correctly.	

	• Play classroom instruments on the beat. • Listen and move in time to the song.		• Play a simple ostinato on untuned percussion. • Recognise the difference between a pattern with notes (pitched) and without (unpitched).		
Year 2	Tony Chestnut • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear.	Christmas Concert Performance - singing • Children will use their voices to sing traditional and modern Christmas songs.	Grandma Rap • Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm. • Compose 4-beat patterns to create a new	Trains • Listen to four pieces of music inspired by travel. • Learn a simple rhythm and perform it with tempo and volume changes. • Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, and <i>ritenuto</i>. • Begin to understand duration and rhythm notation. • Follow signals from a conductor. • Structure musical ideas into a	Tańczymy labada • Listen and match the beat of others and recorded music, adapting speed accordingly. • Demonstrate an internalised sense of pulse through singing games. • Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.

			rhythmic accompaniment, using a looping app. Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.	whole-class composition.	
Year 3	Chilled out clap rap - Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers. - Transfer clapping patterns to tuned instruments and as a group create a layered piece of music. - Rap accurately and rhythmically with dynamic contrasts.	Christmas Concert Performance - singing Children will use their voices to sing traditional and modern Christmas songs.	Instrumental Unit: Recorder Enchanted Forest - Hold the recorder correctly, control the sound, and start each note clearly with 'doo'. - Play notes B A G clearly. - Start and stop playing at the same time. - Perform the chant, keeping a steady beat. - Play as part of an ensemble, in smaller and larger groups, including singing and playing. - Sing the <i>Enchanted forest</i> song from memory, expressing the lyrics. - Improvise on one or more notes using word rhythms. - Create owl sounds using the head joint of the recorder. - Play one of the recorder parts for <i>Enchanted forest</i>. - Listen with concentration and use descriptive words to talk about pieces of music. - Listen to, appreciate, and be inspired by different styles of recorder music.	Fly with the Stars - Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance. - Sing solo or in a pair in call-and-response style. - Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.	

	Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.				
Year 4	This Little Light of Mine - Improvise with voices on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). - Sing in a Gospel style with expression and dynamics. - Sing Part 1 of a partner song rhythmically. - Play a bass part and rhythm ostinato along with <i>This little light of mine</i>.	Christmas Concert Performance - singing Children will use their voices to sing traditional and modern Christmas songs.	The Doot Doot song - Sing swung rhythms lightly and accurately. - Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. 'Doodle' with voices over the chords in the song. - Learn a part on tuned percussion and play as part of a whole-class performance. - Listen and identify similarities and	Spain - Play repeating rhythmic patterns. - Count musically. - Invent a melody. - Fit two patterns together. - Structure musical ideas into our own compositions.	Instrumental Unit: Recorder Monsters, Monsters - Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation. - Learn how to play the notes B A G C D and low E on the recorder. - Explore expression on the recorder by using two types of articulation (tonguing), smooth (<i>legato</i>) and short (<i>staccato</i>) sounds. - Learn to play at least two sections in <i>Monsters, monsters</i> - Play as part of an ensemble, in smaller and larger groups, including singing and playing. - Sing <i>Monsters, monsters!</i> from memory, expressing the meaning of the words through actions and gestures. - Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters. - Using graphic notation to organise monster character sounds into a compositional structure.

	Listen and move in time to songs in a Gospel style.		differences between acoustic guitar styles.		Listen to, appreciate, and be inspired by pieces of music featuring the recorder from medieval times to the present day.
Year 5	What Shall we do with the Drunken Sailor? - Compose body percussion patterns and write them out using a rhythm grid. - Keep the beat playing a 'cup' game - Sing a sea shanty accurately and with expression. - Keep a beat on an instrument while singing. - Talk about sea shanties using music vocabulary.	Christmas Concert Performance - singing Children will use their voices to sing traditional and modern Christmas songs.	Three Little Birds - Sing the verse in unison and the chorus in three parts. - Know what a triad is and how to play one. - Play the chords D and G major. - Follow a score of the chorus. - Play a melodic riff by ear. - Organise and rehearse for a performance. - Demonstrate knowledge and understanding of the origins, history, and social context of Reggae music.	Balinese Gamelan - Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. - Listen and match vocal and instrumental sounds to each other, and to notation. - Sing/chant a part within a kecak performance. - Compose a kecak piece as part of a group.	Kisne banaaya - Sing and play the melody of <i>Kisne banaaya</i>. - Sing in a four-part round accompanied with a pitched ostinato. - Compose a simple accompaniment using tuned instruments. - Create and perform their own class arrangement.

Year 6	Hey, Mr. Miller • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	Christmas Concert Performance - singing • Children will use their voices to sing traditional and modern Christmas songs.	You to me are everything • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song.	Twinkle Variations • Decipher a graphic score. • Play <i>Twinkle, twinkle, little star</i>. • Create variations using a wide variety of composing techniques. • Improvise.	Class Leavers Assembly Performance • Children to practise and perform an assembly celebrating their time in school using skills developed through the year.
					Additional Unit: Race • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack.

Music at Our School

At Crackley Bank Primary School, we follow a progressive scheme for Music from 'Sing-Up' which develops musical skills in each year group. We know the value of a strong music curriculum and creative opportunities; therefore, the school's intent is to expose our children to a wide range of music, through different styles, traditions, cultures and instruments. Throughout lessons and 'Music Appreciation' sessions, children are given opportunities to discuss and build on interrelated dimensions such as pitch, duration, dynamics, tempo, timbre, texture, structure and (age-related) musical notations.

As part of our Music curriculum, children are given opportunities to play musical instruments throughout their time here. Tuned and untuned instruments are a frequent feature of music lessons, and these skills are developed and built upon each year, starting in Early Years where children will experience these through play and discussion. In Years 3 and 4, recorder units are integrated within the curriculum.

Alongside music lessons, children take part in weekly whole school singing assemblies. Carefully chosen songs often reflect our 'Care + Belief + Pride = Success' ethos as well as covering annual traditions such as Harvest, Christmas and Easter. Through listening and singing together, the children continue to develop their musical skills whilst fostering positive relationships within the wider context of the school and community. As a school, we participate in community singing events, such as joint concerts with other local schools, visiting the local hospital and care homes to sing at Christmas and the Young Voices arena concert. We invite parents to attend choir concerts, class assembly performances and the Nativity in EYFS.

