

Music Overview – Crackley Bank Primary School
Sing Up - 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Exploring sounds</p> <ul style="list-style-type: none"> Listening and responding to music. <p>Let's Be Friends</p> <ul style="list-style-type: none"> Think about feelings Sing a song with others Listen and join in with actions 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs to show the Nativity. 	<p>Nursery Rhymes</p> <ul style="list-style-type: none"> Exploring patterns and repetition. Joining in with familiar songs. <p>Animal Tea Party</p> <ul style="list-style-type: none"> Listen to music and move bodies in different ways. <ul style="list-style-type: none"> Crouch Stretch Curl Wave Reach 		<p>Nursery Rhymes</p> <ul style="list-style-type: none"> Exploring patterns and repetition. Joining in with familiar songs. <p>I've got feelings</p> <ul style="list-style-type: none"> Create music based on a different feelings, using bodies as instruments. Listen to different pieces of music and describe how it makes them feel (physically or verbally). 	
Reception	<p>I've Got a Grumpy Face</p> <ul style="list-style-type: none"> Make up new words and actions about emotions and feelings. Create sounds to show different emotions and feelings. Sing a song. Tap the beat of the song with actions. 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs to show the Nativity. 	<p>Shake My Sillies Out</p> <ul style="list-style-type: none"> Listen to music and show the beat with actions. Sing an action song with changes in speed. Play along with instruments. Represent animals with different sounds/instruments. Perform a sound story as a class. 	<p>Up and Down</p> <ul style="list-style-type: none"> Make up new lyrics and actions. Sing and play a melody that goes up and down. Show pitch changing with actions. 	<p>Down there under the sea</p> <ul style="list-style-type: none"> 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 . Listen and move to pieces of music inspired by the sea. 	<p>It's oh so quiet!</p> <ul style="list-style-type: none"> Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles. Explore dynamics with their voices and instruments. Play different instruments with control. Improvise music with different instruments, following a conductor.

						<ul style="list-style-type: none"> Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>.
Year 1	Menu Song <ul style="list-style-type: none"> 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. Play classroom instruments on the beat. Listen and move in time to the song. 	Christmas Concert Performance - singing <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	Football <ul style="list-style-type: none"> 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. Play a simple ostinato on untuned percussion. Recognise the difference between a pattern with notes (pitched) and without (unpitched). 	Cat and mouse <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	
Year 2	Tony Chestnut	Christmas Concert Performance - singing	Grandma Rap	Trains	Tańczymy labada	

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children will use their voices to sing traditional and modern Christmas songs. 	<ul style="list-style-type: none"> • 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 rhythmic accompaniment, using a looping app. • Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create. 	<ul style="list-style-type: none"> • 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 whole-class composition. 	<ul style="list-style-type: none"> • 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.
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<p>Year 3</p>	<p>Chilled out clap rap</p> <ul style="list-style-type: none"> • 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. • Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes. 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> • Children will use their voices to sing traditional and modern Christmas songs. 	<p>Instrumental Unit: Recorder</p> <p>Enchanted Forest</p> <ul style="list-style-type: none"> • 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. 		<p>Fly with the Stars</p> <ul style="list-style-type: none"> • 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.
<p>Year 4</p>	<p>This Little Light of Mine</p> <ul style="list-style-type: none"> • Improvise with voices on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> • Children will use their voices to sing traditional and modern Christmas songs. 	<p>The doot doot song</p> <ul style="list-style-type: none"> • Sing swung rhythms lightly and accurately. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic 	<p>Spain</p> <ul style="list-style-type: none"> • Play repeating rhythmic patterns. • Count musically. • Invent a melody. 	<p>Instrumental Unit: Recorder</p> <p>Monsters, Monsters</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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>. • Listen and move in time to songs in a Gospel style. 		<p>accompaniment while singing.</p> <ul style="list-style-type: none"> • ‘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 differences between acoustic guitar styles. 	<ul style="list-style-type: none"> • Fit two patterns together. • Structure musical ideas into our own compositions. 	<ul style="list-style-type: none"> • 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 to, appreciate, and be inspired by pieces of music featuring the recorder from medieval times to the present day.
Year 5	<p>What Shall we do with the Drunken Sailor?</p> <ul style="list-style-type: none"> • 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. 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> • Children will use their voices to sing traditional and modern Christmas songs. 	<p>Three Little Birds</p> <ul style="list-style-type: none"> • 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 	<p>Balinese Gamelan</p> <ul style="list-style-type: none"> • 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. 	<p>Kisne banaaya</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> Talk about sea shanties using music vocabulary. 		<p>the origins, history, and social context of Reggae music.</p>	<ul style="list-style-type: none"> Compose a kecak piece as part of a group. 	
Year 6	<p>Hey, Mr. Miller</p> <ul style="list-style-type: none"> 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. 	<p>Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs. 	<p>You to me are everything</p> <ul style="list-style-type: none"> 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. 	<p>Twinkle Variations</p> <ul style="list-style-type: none"> Decipher a graphic score. Play <i>Twinkle, twinkle, little star</i>. Create variations using a wide variety of composing techniques. Improvise. 	<p>Class Leavers Assembly Performance</p> <ul style="list-style-type: none"> Children to practise and perform an assembly celebrating their time in school using skills developed through the year. <hr/> <p>Additional Unit:</p> <p>Race</p> <ul style="list-style-type: none"> 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.