

Curriculum intent: Music is taught progressively through Sing Up. Children develop as musicians through singing, listening, playing, improvising, composing and performing.

Nursery/RECEPTION (Following Reception SOW on Singup)

Term / Theme	Sing Up Units	Musical Focus & Key Knowledge	Key Vocabulary	Assessment / End Point
Autumn 1 – Migration & Identity + Grange at 50	I've Got a Grumpy Face • The Sorcerer's Apprentice	Voice, timbre, beat, pitch contour and musical storytelling. Children discover that voices and instruments can create different moods; begin to follow melodic shape; recognise changes in speed and volume; respond to music through movement and storytelling.	voice, instrument, beat, pitch, high, low, fast, slow, loud, quiet, timbre	Join confidently in singing; mark the beat with actions; use voice/instruments expressively; respond physically or verbally to contrasting music.
Autumn 2 – Empires & Resistance	Witch, Witch • Row, Row, Row Your Boat	Call-and-response, pitch, timbre and steady beat. Children begin matching pitch, explore different vocal characters, accompany songs and recognise stepping/leaping notes.	call, response, pitch, beat, high, low, step, leap, accompaniment	Match a short sung phrase; maintain a steady beat; make purposeful vocal/instrumental choices.
Spring 1 – Extreme Earth	Bird Spotting: Cuckoo Polka • Shake My Sillies Out	Active listening, beat, vocal play, timbre, pitch and tempo. Children recognise sounds from the natural world, respond to changes in music and use instruments to create animal/nature sound stories.	beat, pitch, high, low, fast, slow, timbre, listen	Recognise musical changes; maintain the beat through actions; create and perform a simple sound story.
Spring 2 – Future Technology	Up and Down • Five Fine Bumble Bees	Rising/falling pitch, call-and-response, tempo, active listening and tuned/untuned percussion. Children follow pitch contour and combine voice and instruments.	rising, falling, pitch, tempo, call, response, percussion, pattern	Follow a rising/falling melody; improvise a simple soundscape; contribute an instrumental accompaniment.
Summer 1 – Creative Voices	Down There Under the Sea • It's Oh So Quiet	Soundscape, musical storytelling, dynamics, improvising and composing. Children develop songs, create sound effects and explore how changing dynamics affects music.	soundscape, dynamics, forte, piano, crescendo, diminuendo, compose, improvise	Create musical ideas for a story/setting; control instruments; respond to a conductor and use contrasting dynamics.
Summer 2 – Global Citizenship	Slap Clap Clap • Bow, Bow, Bow Belinda	Beat, 3-time, body percussion, composition, dance and folk music. Children compose simple patterns, perform with others and encounter North American folk song.	beat, pattern, three-time, percussion, dance, folk, perform	Compose and perform a three-beat pattern; sing and move simultaneously; perform a simple accompaniment.

Reception progression

EXPLORE → COPY → RESPOND → CREATE → PERFORM

By the end of Reception, children should increasingly be able to **find the beat, use their singing voice, match simple pitch, respond to musical contrasts, explore instruments, invent simple sounds and perform with others.**

YEAR 1 /2 (Year 1 SOW on Singup)

Y1/2 – Year 1 Sing Up pathway (Y1 SOW on Singup)
Menu Song – active listening, beat, rhythm, pitch and performance
Colonel Hathi's March / The King Is in the Castle – pulse, marching, movement, pitch and musical character
Football + The Sea: 'Dawn' from Sea Interludes – pulse, ostinato, active listening and musical representation
Musical Conversations + Who Stole My Chickens and My Hens? – question-and-answer, graphic scores, rhythm and composition
Come Dance With Me + Nautilus – singing, movement, electronic music and creative response
Compose 3 + As I Was Walking Down the Street – creating, performing and sharing music

YEAR 2/3 (Singup Year 2 SOW)

Term / Theme	Sing Up Units	Musical Focus & Key Knowledge	Key Vocabulary	Assessment / End Point
Autumn 1 – Migration & Identity + Grange at 50	Tony Chestnut • Carnival of the Animals	Beat, rhythm, melody, echo, call-and-response, timbre, tempo, dynamics and pitch. Children learn that instruments have different sound qualities and music can represent character.	beat, rhythm, melody, echo, call-and-response, timbre, tempo, dynamics, pitch	Sing with clear diction; recognise/perform echo phrases; improvise simple rhythms; describe contrasting musical sounds.
Autumn 2 – Empires & Resistance	Musical Conversations	Musical question-and-answer, timbre and graphic scores. Children learn that musical ideas can communicate and respond to one another and that symbols can represent sounds.	question, answer, timbre, improvise, compose, graphic score, symbol	Improvise a musical conversation; create and perform a simple graphic score.
Spring 1 – Extreme Earth	Grandma Rap	Duration, crotchets, quavers, crotchet rests, unison and round. Children develop rhythmic security and read simple stick notation.	duration, crotchet, quaver, rest, rhythm, unison, round, pulse	Perform 4-beat patterns accurately and create a rhythmic accompaniment.
Spring 2 – Future Technology	Swing-a-long with Shostakovich • Charlie Chaplin	2- and 3-time, beat groupings, pitch, duration and dynamics. Children explore composing a soundtrack for moving image.	2-time, 3-time, duration, pitch, dynamics, soundtrack, compose	Identify beat groupings and compose music using pitch, duration and dynamics for a film clip.
Summer 1 – Creative Voices	The Rockpool Rock	Two-part singing, rock 'n' roll, structure and timbre. Children learn an interlocking spoken part, perform a tuned introduction and recognise features of rock 'n' roll.	structure, part, rock 'n' roll, timbre, tuned percussion, ensemble	Perform confidently in a rock 'n' roll style while maintaining an independent part.
Summer 2 – Global Citizenship	Tańczymy Labada	Singing games, Polish dance, changing beat/tempo, accompaniment and body percussion. Children learn that music helps people share tradition and culture.	pulse, tempo, accompaniment, body percussion, tradition, culture, dance	Sing confidently in Polish; adapt to changing tempo; play an accompaniment and explain that music can

				communicate cultural tradition.
--	--	--	--	---------------------------------