



## Music Progression of Learning at St Luke's

National Curriculum	<p><u>Expressive Arts and Design:</u> <u>Being Imaginative and Expressive ELG</u> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time to the music.</p> <p><u>Communication and Language ELG</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>PSED ELG</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Key stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p>Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing together, along with backing tracks	Sing collectively (in unison) and at the same pitch,	Sing songs collectively (in unison) and sometimes in parts, with a small pitch range.	Sing a widening range of unison songs, of varying styles and structures.	Sing a broad range of unison songs with the range of an octave.	Sing in unison and parts, and as part of a smaller group.	Sing with and without an accompaniment.
	To sing or rap nursery rhymes and simple songs from memory	Sing simple songs, chants and rhymes from memory.	Sing songs from memory	Sing songs from memory and/or from notation.	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation.
	Know where to look for musical direction	Respond to simple visual directions and counting in.	Follow a range of musical directions – following a leader or conductor	Understand and follow the leader or conductor.	Follow directions for getting louder and quieter (crescendo and decrescendo)	Respond to a leader or conductor.	Lead a singing rehearsal.

	<p><b>Sing together with awareness of others</b></p> <p>Sing along with pre-recorded songs and add actions</p> <p><b>Sing at least 20 nursery rhymes throughout the year</b></p> <p>Explore using voices in different ways (eg animal sounds, whispering, singing)</p> <p>Follow simple musical instructions eg loud/quiet, start/stop)</p> <p>Explore breathing exercises before singing</p> <p>Explore high pitch and low pitch in the context of songs</p>	<p>Sing together, with awareness of others sing. Attempting to be in pitch.</p> <p>Sing songs with actions</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Sing simple songs with a very small range, mi-so then progress to slightly wider intervals</p> <p>begin to use dynamics when singing</p> <p>Demonstrate good singing posture and breathing for singing.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p>	<p>Sing as part of a choir</p> <p>Add actions to a song</p> <p>Play musical games to develop pitch matching and changes.</p> <p>Sing songs regularly with a pitch range of do-so (fifth intervals) with increasing vocal control.</p> <p>Demonstrate understanding of the meaning of dynamics (loud/quiet) and tempo (fast/slow) when singing</p> <p>Begin to consider how to breathe better for singing and where to take breaths</p> <p>Sing short phrases independently within a singing game or short song. – using high and low</p>	<p>Sing as part of a choir.</p> <p>Perform actions confidently and in time to a range of action songs. Copy back simple melodic phrases using the voice in pitch.</p> <p>Develop singing in pitch within an octave</p> <p>Perform <i>Forté</i> and <i>piano</i> (loud and soft)</p> <p>Sing with attention to posture, breathing and clear diction.</p>	<p>Sing as part of a choir with awareness of the audience.</p> <p>Sing rounds and partner songs</p> <p>Begin to sing songs with second part to introduce harmony</p> <p>Begin to sing repertoire with small and large leaps, in pitch</p> <p>Sing expressively with attention to staccato and legato styles.</p> <p>Sing with attention to breathing, posture and phrasing,</p>	<p>Perform a range of songs as part of a choir, in school assemblies and in a performance to a wider audience.</p> <p>Sing a three part round.</p> <p>Sing a second part in a partner song.</p> <p>Sing repertoire with a broader range of notes, in pitch</p> <p>Sing with dynamics</p> <p>Sing expressively, with attention to breathing, posture and articulation.</p>	<p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance to a wider audience..</p> <p>Sing in 3 or 4 part rounds and partner songs</p> <p>Develop confidence as a soloist and when singing harmony pieces.</p> <p>Sing confidently, in pitch within a range just over an octave.</p> <p>Suggest where different dynamics would add interest to song they are singing.</p> <p>Sing expressively, with attention to breathing, posture and phrasing and articulation.</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and appraising	<p>Listen to live and recorded music Experience live music in school.</p> <p>To know that the words of songs can tell stories and paint pictures.</p> <p>To learn that music can touch your feelings.</p>	<p>Listen to recorded performances and experience live music making in school</p> <p>Develop shared knowledge and understanding of the stories, traditions and social context of the music they are listening to, singing and playing. (Understand where music fits in the world)</p> <p>Listen to certain pieces of music and describe some of the pictures and images and feelings they create in their imagination.</p>	<p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Talk about how the song makes them feel and it's style.</p>	<p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Share your thoughts and feelings about the music together. Talk about what the song or piece of music means.</p>	<p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Talk about the words of a song. Think about why the song or piece of music was written.</p>	<p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts.</p>	<p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Talk about feelings created by the song and justify a personal opinion using musical concepts and vocabulary.</p>

	Clap and move to a beat	Join in with the steady beat	Identify and join in with different steady beats.	Find the beat or groove of the music.	Find and demonstrate the steady beat.	Find and demonstrate the steady beat for a longer period.	Hold a steady beat for a sustained time.
	Listen and recognise familiar songs	Begin to understand about different styles of music.	Make comments about the music they listen to	Talk about the style of the music.	Recognise the style of music you are listening to. (see separate list)	Identify the musical style of a song or piece of music. (see separate list)	Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.(see separate list)
	Aurally recognise the sounds of a small range of classroom instruments (eg triangle with eyes shut)	Recognise the sounds of a few common instruments and begin to name some of the instruments that they can hear.	Identify and begin to describe sound sources when exploring instruments	Identify increasing number of instruments you can hear playing.	Identify main instruments you can hear playing. Categorise instruments into the correct family eg woodwind, strings.	Identify instruments heard from an orchestra.	Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.
	Sing and listen to songs that are fast and slow, talk about the differences Use loud and quiet to describe music	Describe tempo as fast or slow.  Describe dynamics as loud and quiet.	Describe tempo as fast or slow and compare different tempos.  Describe dynamics as loud and soft, getting louder and getting softer.  Identify a chorus in a song	Describe the mood and tempo of the music  Understand that musical dynamics can reflect different intentions.  Know that many songs have repeated chorus's, verse, an intro and an ending	Identify the tempo as fast, slow or steady.  Describe legato and staccato.  Discuss the structures of songs. Begin to understand some music uses loops for repeated patterns.	Use terminology to describe pulse, pitch, dynamics and tempo.  Discuss the structure of the music with reference to verse, chorus, bridge, and in some cases loops in patterns.	Know the interrelated dimensions of music and apply this when describing a piece of music.  Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.
	Identify the differences in sound (eg between shaking, scraping and hitting instruments) Make comments about the music they listen to.	Join in with some sections of the songs and music they listen to  Make comments about the music they listen to and make.	Identify and Join in with sections of the song eg. Chorus/call and response.  Make comments about the work of others.	Play back simple phrases heard  Suggest improvements to their work and that of others.	Recall by ear memorable phrases heard in the music.  Suggest improvements to their work and that of others.	Recall by ear memorable phrases heard in the music.  Suggest improvements to their work and that of others using musical terminology.	Recall by ear memorable phrases heard in the music.  Improve work through discussion and comparison with the work of others.
	To enjoy moving to music by dancing, marching, being animals or pop stars	Move and dance to music (respond physically when listening)	Move and dance to the music confidently	Invent different actions to move in time with the music.	Respond to music though physical movements	Respond to music though physical movements	Respond to music though physical movements

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Musicianship	Move to the pulse of the music	Walk, move or clap a steady beat, changing the speed of the beat as the tempo of the music changes.	Walk, move or clap a steady beat, (changing the speed of the beat as the tempo of the music changes. )	Find and keep a steady beat.			
	Become familiar with the term 'pulse'	Respond to the <b>pulse</b> in recorded/live music through movement and dance.					
	Copy-clap the rhythm of names, phrases and parts of a song.	Perform short copycat rhythm patterns accurately, led by the teacher.	Perform short copycat rhythm patterns accurately, copying a leader.	Apply spoken word to rhythms, understanding how to link each syllable to one musical note.	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
	Tap out repeated rhythms	Use body percussion (eg clapping, tapping, walking) and classroom percussion (shakers, sticks, blocks) to play repeated rhythm patterns (ostinati) to a steady beat	Use body percussion and classroom percussion to play repeated rhythm patterns (ostinati)	Use body percussion, instruments and voices.			
	Show understanding of fast/slow	Show understanding of fast/slow getting faster/slower	Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.				
	Move rhythmically	Understand and use the term rhythm	Invent rhythms for others to copy on untuned percussion.				
	Explore high sounds and low sounds using voices and glockenspiels	Listen to sounds in the local school environment, comparing high and low sounds.	Copy back simple melodic patterns using high and low				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Improvising and composing	Learn to treat instruments with care		Use instruments with care.				
	Choose sounds to achieve a particular musical purpose eg musical storytelling, animal noise, weather.	Improvise simple vocal chants, using question and answer phrases.	Work with a partner to <b>improvise</b> simple question and answer phrases, to be <b>sung and played</b> on untuned percussion, creating a musical conversation.	Become more skilled in improvising (using voices, <b>glockenspiels</b> and untuned percussion, and instruments) inventing short 'on-the-spot' responses using a limited note-range.	Improvise on a limited range of pitches (and/or pentatonic scale) using <b>recorders and glockenspiels</b> alongside other musical instruments.	Improvise over a simple groove and/or drone - responding to the beat and creating a satisfying melodic shape - use tuned percussion and melodic instruments ( <b>glocks and recorders</b> )	Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
	Select and combine appropriate sounds to accompany songs	Create musical sound effects and short sequences of sounds in response to stimuli(e.g. a storm, a car race, or a rocket launch).	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).	Create music and/or sound effects in response to music and video stimulus (stories, verse, paintings, photographs and musical sources).	Compose music to create a mood eg create music in response to music and video stimulus.	Create music in response to music and video stimulus and or to accompany a silent film or scene in a book.	Create music in response to music and video stimulus.
	Explore different instruments and how they are played, begin to name some.	Combine sounds to make textures and stories - choosing and playing classroom instruments	Create a story, choosing and playing classroom instruments including <b>ocarinas</b> .	Structure musical ideas to create music that has a <b>beginning, middle and end</b> .	Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.	Use structures within compositions, eg introduction, verse, chorus, verse sections, ABA form ( <u>ternary</u> form).	Compose a ternary (ABA form) piece and consider repeating phrases; use available <b>music software/apps to create and record it</b> , discussing how <u>musical contrasts</u> are achieved.
	Use instruments to create sounds that vary in dynamics and tempo.		<b>Compose</b> short rhythm patterns using known note values (crochet, quaver and minim)	Combine known rhythmic notation (crotchets, minims and perhaps paired quavers) with letter names to create rising and falling phrases using just 3 notes.	Create simple melodies using 5 notes or pentatonic scale, using known rhythmic notation (crotchets, quavers and minims, and rests) and letter names on the recorder and glockenspiel.	Create melodies using rhythmic notation (crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests), using 5 notes/ pentatonic scale/full scale	Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale, and incorporate <u>rhythmic variety</u> and interest. <u>Notate this melody</u> .
	Recognise how sounds can be made and changed	Recognise and explore how sounds can be made and changed (such as holding a triangle by the string instead of with your hand).		Consider dynamics to create desired effects.	Use simple dynamics. Make use of musical features, including smooth (legato) and detached (staccato) articulation.	Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) when improvising and composing	Use dynamics and consider texture and tempo when improvising and composing.
		Recognise how graphic notation can represent created sounds, explore and invent own symbols to record compositions.	Use graphic symbols, dot notation and stick notation to keep a record of composed pieces		Capture and record creative ideas using graphic symbols/rhythm notation/staff notation/technology	Record creative ideas using: Graphic symbols, Rhythmic notation, Staff notation and technology	

	Be able to discriminate between noise and music	Understand the difference between creating a rhythm pattern and a pitch pattern.	Compose simple song accompaniments using untuned percussion	Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.	Create melodies by arranging notation cards to create sequences of phrases -2,3 or 4 beats - into bars  Introduce major and minor chords	Create melodies and begin to use chords to compose music to evoke a specific atmosphere, mood or environment. Use <u>major and minor tonality</u> (C major and A Minor).  Understand how chord triads are formed and play them using voices, on tuned percussion, melodic instruments and keyboards. Record compositions with a time signature, understanding that when we write our improvisations down, they become compositions.	Compose melodies made from pairs of phrases in major and minor tonality (G major or E minor.)  Improvise and create chord changes as part of a sequence or to enhance a melody as an accompaniment.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance	<p>Know that a performance is sharing music</p> <p>Perform nursery rhymes by singing and adding actions or dance</p> <p>Perform nursery rhymes or songs adding a simple instrumental part</p> <p>Take turns to play instruments</p> <p>Record the performance and talk about it.</p>	<p>Enjoy having fun performing</p> <p>Choose songs to perform to a known audience</p> <p>Prepare a song to perform with short instrumental parts (tuned or untuned)</p> <p>Play some simple musical parts</p> <p>Communicate the meaning of a song</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</p> <p>Decide on actions, parts, passages to be practised and included in the performance</p> <p>rehearse and perform a piece using a tuned instrument.</p> <p>Use learned staff notation to perform a short melody.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include actions or instrumental parts, improvisatory ideas/composed passages within a performance.</p> <p>Play and perform a short melody using a tuned instrument, using staff notation.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Play and perform melodies following staff notation, as a whole class or in small groups.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Talk about what the rehearsal and performance has taught the student.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>Perhaps perform in smaller groups, as well as the whole class.</p> <p>Perform a range of repertoire pieces and arrangements using learned instruments,</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Record the performance and compare it to a previous performance.</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</p> <p>Perform in a range of situations, with opportunities for solos and duets if desired.</p> <p>Create, rehearse and present a performance, with a detailed understanding of the musical contexts.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p>

					Reflect on the performance and how well it suited the occasion.  Discuss and respond to any feedback; consider how future performances might be different.	Discuss and talk musically about the strengths and weaknesses of a performance.  Collect feedback from the audience and reflect how future performances might be different.	Discuss how the performance might change if it was repeated in a larger/smaller performance space.  Collect feedback from the audience and reflect how the audience believed in the performance.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation	Respond to simple visual clues (4 spots = 4 taps on the claves)	Begin to understand simple rhythm notation including crotchets and quaver pairs.	Explore was of representing high and low sounds using symbols and any appropriate means of notation.				
	Suggest symbols to represent a sound.	Select symbols to represent sounds	Use dot and stick notation to read and record music including crotchets, paired quavers and crotchet rests	Read and record music with semibreves, minims, crotchets and paired quavers and rests.	Read and record music with known note values (semibreves, minims, crotchets, quavers and corresponding rests) and groups of 4 semi-quavers.	Read and record music with known note values (semibreves, minims, crotchets, quavers and corresponding rests) and introduce combinations of quavers and semiquavers - in short rhythmic phrases.	Further understand the differences between semibreves, minims, crotchets, quavers, dotted quavers and semiquavers and their equivalent rests.
		Respond to visual cues	Introduce the stave with lines and spaces	introduce: • Stave • Treble clef • Lines and spaces on the stave , notes CDE	Identify: • Stave • Treble clef • Time signature, notes CDEFG	Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces (CDEFGABC)	Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, a flat sign and a sharp sign.
	Make marks (or draw pictures) in response to music	Follow pictures and symbols as a guide to singing and playing	Explore standard notation, using crochets and quavers	Know the difference between crotchets and paired quavers	Follow a simple rhythmic score	Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Read and play from notation in a four bar phrase, confidently identifying note names and durations.

Learning an instrument				<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in major keys.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in major keys.</p> <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Perform in two or more parts (eg duet or melody and accompaniment) from simple notation using instruments played in whole-class teaching</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in major and minor keys.</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C range.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in major and minor keys.</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Accompany melodies using block chords or a bass line. (This could be done using keyboards, tuned percussion or tablets).</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Suggestions for singing	Nursery rhymes suggestions – charanga	MMC: Suggested repertoire for singing in Y1:	MMC: Suggested repertoire for singing in Y2:	MMC suggested repertoire for this age group includes:	Good repertoire for singing in Y4 includes:	Good repertoire for singing in Y5 includes:	Good repertoire for singing in Y6 includes:
	<ul style="list-style-type: none"> <li>Pat-a-cake</li> <li>1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>This Old Man</li> <li>Five Little Ducks</li> <li>Name Song</li> <li>Things For Fingers</li> <li>I'm A Little Teapot</li> <li>The Grand Old Duke Of York</li> <li>Ring O' Roses</li> <li>Hickory Dickory Dock</li> <li>Not Too Difficult</li> <li>The ABC Song</li> <li>Wind The Bobbin Up</li> <li>Rock-a-bye Baby</li> <li>Five Little Monkeys Jumping On The Bed</li> <li>Twinkle Twinkle</li> <li>If You're Happy And You Know It</li> <li>Head, Shoulders, Knees And Toes</li> <li>Old Macdonald</li> <li>Incy Wincy Spider</li> <li>Baa Baa Black Sheep</li> <li>Row, Row, Row Your Boat</li> <li>The Wheels On The Bus</li> </ul> <p>The Hokey Cokey</p>	<ul style="list-style-type: none"> <li>Sing for Pleasure: Boom Chicka Boom</li> <li>Voices Foundation: Have you Brought your Whispering Voice?</li> <li>Voices Foundation: Hello, How are You</li> <li>Bance: Copy Kitten</li> <li>Voicelinks: I'm a Train</li> <li>Bounce High, Bounce Low</li> <li>Singing Sherlock: Dr Knickerbocker</li> <li>Dragon Dance</li> <li>Trad. Bangladesh: Mo matchi (Song of the Bees)</li> <li>Trad. Ghana: Kye Kye Kule</li> <li>Trad. England: An Acre of Land</li> </ul>	<ul style="list-style-type: none"> <li>Little Sally Saucer</li> <li>Trad. Star Light, Star Bright, First Star I See Tonight</li> <li>Trad. Hey, Hey, Look at Me</li> <li>Trad. Rain, Rain Go Away</li> <li>Trad. Acka Backa</li> <li>Voicelinks: The King is in the Castle</li> <li>Young Voiceworks: Ebenezer Sneezzer</li> <li>Trad. Oats and Beans and Barley Grow</li> <li>Singing Sherlock 1: Teddy Bear Rock n Roll</li> <li>Trad. Oliver Cromwell</li> <li>Trad. Lovely Joan</li> <li>Trad. Searching for Lambs</li> <li>Voicelinks: Fireworks</li> <li>Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird)</li> <li>Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)</li> <li>Trad. Australia: I Got Kicked by a Kangaroo</li> <li>Trad. America: Built My Lady a Fine Brick House</li> <li>Sing Up: Paintbox</li> </ul>	<ul style="list-style-type: none"> <li>Sing Up: <i>Heads and Shoulders</i></li> <li>Singing Sherlock 2: <i>Si, Si, Si</i></li> <li>Flying a Round: <i>To stop the train</i></li> <li>Trad. Japan: <i>Kaeru no uta</i></li> <li>Trad. Morocco: <i>A ram sam sam/Pease Pudding Hot</i></li> <li>Trad. Bangladesh: <i>Now charia de (A Boatman's Song)</i></li> <li>Junior Songscape: <i>Listen to the Rain</i></li> <li>Voicelinks: <i>Extreme Weather</i></li> <li>Sing Up: <i>Skye Boat Song</i></li> <li>Trad. Ireland: <i>Be Thou My Vision</i></li> <li>Junior Voiceworks 1: <i>Now The Sun Is Shining</i></li> <li>Voiceworks 1: <i>Candle Light</i></li> <li>Singing Sherlock 2: <i>Shadow</i></li> <li>Singing Express 3: <i>Mirror</i></li> <li>Trad. England: <i>Ah! Poor bird/Hey, Ho! Nobody home/Rose</i></li> </ul>	<ul style="list-style-type: none"> <li>Junior Voiceworks 1: Calypso</li> <li>Junior Voiceworks 2: Our Dustbin</li> <li>Voiceworks 1: Hear the Wind</li> <li>Kendrick: Servant King</li> <li>Happy Birthday</li> <li>Great Weather Songs: Long Journey</li> <li>Great Celebration Songs: World in Union</li> <li>Sing Up: Just like a Roman</li> <li>Trad. Ghana: Namuma</li> <li>Sing for Pleasure: Ghosts</li> <li>Sing for Pleasure: Lost in Space</li> </ul>	<ul style="list-style-type: none"> <li>Trad. Ireland: Danny Boy</li> <li>Kodály: Rocky Mountain</li> <li>Kodály: My Paddle</li> <li>High Low Chickalo</li> <li>Ally Ally O</li> <li>Trad. Caribbean: Four White Horses</li> <li>Trad. Uganda: Dipidu • Are You Ready?</li> <li>Row, Row, Row your Boat</li> </ul>	<ul style="list-style-type: none"> <li>Trad. South Africa: Siyahamba • Junior Voiceworks 1: Calypso • Sing Up: Touch the Sky • Sing Up: Dona Nobis Pacem • Sing Up: We are the Champions • British National Anthem – God Save the Queen • Sing Up: We Go Together • Trad. Ghana: Senwa de Dende • Sing Up: Be the Change • Sing Up: One Moment, One People • Sing Up: There's a Power in the Music</li> </ul>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Suggestions for listening	Suggestions for listening include:	MMC: Suggested repertoire for listening in Y1:	MMC Suggested repertoire for listening in Y2:	Suggested pieces for listening in Y3 include:	Suggested pieces for listening in Y4 include:	Suggested pieces for listening in Y5 include:	Suggested pieces for listening in Y6 include:
	<p>Disney songs</p> <p>Music from Ballets</p> <p>Music from festivals and celebrations</p>	<p>Western Classical: Mozart 'Rondo al la Turca'</p> <p>20th Century: Holst 'Mars' from 'The Planets'</p> <p>Popular Music:</p> <p>Art pop: Kate Bush 'Wild Man'</p> <p>Blues: Ma Rainey 'Runaway Blues'</p> <p>Musical Traditions:</p> <p>Samba (Brazil): Sérgio Mendes/Carlinhos Brown 'Fanfarra (Cabua-Le-Le)'</p>	<p>Western Classical: Renaissance: La Mourisque by Susato 20th Century: Ravel 'Bolero' 21st Century: 'Night Ferry' Anna Clyne</p> <p>Popular Music: Rock n' Roll: 'Hound Dog' Elvis Presley</p> <p>Pop: 'With A Little Help from My Friends' The Beatles</p> <p>Musical Traditions: Indonesia - Gamelan: 'Baris' Gong</p> <p>Kebyar of Peliatan</p>	<p>Western Classical Tradition and Film Hallelujah from Messiah - Handel, Baroque</p> <p>Night on a Bare Mountain - Mussorgsky, Romantic</p> <p>Jai Ho from Slumdog Millionaire - A. R. Rahman, 21st Century</p> <p>Popular Music Funk - I Got You (I Feel Good), James Brown</p> <p>Disco - Le Freak, Chic</p> <p>Musical Traditions Indian Class</p>	<p>Western Classical Tradition and Film Symphony No. 5 - Beethoven, Classical</p> <p>O Euchari - Hildegard, Early For the Beauty of the Earth - Rutter, 20th Century</p> <p>Popular Music Jazz - Take the 'A' Train, Billy Strayhorn/Duke Ellington Orchestra</p> <p>90s Indie - Wonderwall, Oasis</p> <p>Musical Traditions Punjab/UK</p> <p>Bhangra - Bhabiye Akh Larr</p> <p>Gayee, Bhujhangy Group</p> <p>Trinidad Calypso - Tropical Bird, Trinidad Steel Band</p>	<p>Western Classical Tradition and Film English Folk Song Suite - Vaughan Williams, 20th Century</p> <p>Symphonic Variations on an African Air - Coleridge-Taylor, 20th Century</p> <p>This Little Babe from Ceremony of Carols - Britten, 20th Century</p> <p>Popular Music 90s Singer/Songwriter - Play Dead, Björk</p> <p>80s Synth/Pop - Smalltown Boy, Bronski Beat</p> <p>Musical Traditions Nigeria, Drumming - Jin-Go-La-Ba (Drums of Passion), Babatunde Olatunji</p> <p>South Africa, Choral - Inkanyezi</p> <p>Nezazi, Ladysmith Black Mambazo</p>	<p>Western Classical Tradition and Film 1812 Overture - Tchaikovsky, Romantic</p> <p>Connect It - Anna Meredith, 21st Century</p> <p>Popular Music 90s RnB - Say My Name, Destiny's Child</p> <p>Musical Traditions Middle East, Folk - Sprinting Gazelle, Reem Kelani</p> <p>England, Folk - Sea Shanties, Various Artists</p> <p>Poland, Folk - M9azurkas</p> <p>Op. 24 Chopin</p> <p>Argentina, Tango - Libertango, Piazzolla</p>