

Sing and Play - Term 1

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Sing with a sense of pitch, following the shape of the melody with their voices. | Sing a cumulative song from memory, remembering the order of the verses. | Play the melody on a tuned percussion instrument. | Sing a call-and-response song in groups, holding long notes confidently. | Sing in a Gospel style with expression and dynamics. | Sing a sea shanty expressively, with accurate pitch and a strong beat. | Sing a syncopated melody accurately and in tune. |
| Mark the beat of the song with actions. | Play classroom instruments on the beat. | Sing with good diction. | Play melodic and rhythmic accompaniments to a song. | Play a bass part and rhythm ostinato along with <i>This little light of mine</i> . | Play bass notes, chords, or rhythms to accompany singing. | Sing and play a class arrangement of the song with a good sense of ensemble |
| Use the voice to adopt different roles and characters. | Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. | | Sing by improvising simple melodies and rhythms. | Sing Part 1 of a partner song rhythmically. | Sing in unison while playing an instrumental beat (untuned). | |
| Match the pitch of a 4-note (la-so-mi-do) call-and-response song. | Sing a unison song rhythmically and in tune. | | | | Keep the beat playing a 'cup' game. | |
| Sing a tune with 'stepping' and 'leaping' notes. | Play percussion instruments expressively, representing the character of their composition. | | | | Develop and practise techniques for singing and performing in a Gospel style. | |
| Play a steady beat on percussion instruments. | | | | | | |

Sing and Play - Term 2

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| Develop a sense of beat by performing actions to music. | Chant together rhythmically, marking rests accurately. | Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create. | Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure. | Sing swung rhythms lightly and accurately. | Sing a song in two parts with expression and an understanding of its origins. | Sing a round accurately and in a <i>legato</i> style. |
| Sing an action song with changes in speed. | Play a simple ostinato on untuned percussion. | Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. | Play a one-note part, contributing to the chords accompanying the verses. | | Sing a round and accompany themselves with a beat. | Sing a chorus in two-part harmony with dancing on the beat. |
| Play along with percussion instruments. | Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. | Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm. | Learn a part on tuned percussion and play as part of a whole-class performance. | | Play a drone and chords to accompany singing. | Decipher a graphic score. |
| Perform the story as a class. | Sing a simple singing game, adding actions to show a developing sense of beat. | Sing and play, performing composed pieces for an audience. | Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. | | | Play <i>Twinkle, twinkle, little star</i> . |
| Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. | Create, interpret, and perform simple graphic scores. | Learn a simple rhythm pattern and perform it with tempo and volume changes. | Play repeating rhythmic patterns. | | | |
| Sing in call-and-response and change voices to make a buzzing sound. | | Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>ritenuto</i> . | Count musically. | | | |
| Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. | | Follow signals from a conductor. | | | | |

Sing and Play - Term 3

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| Sing a song that uses a call-and-response structure. | Perform actions to music, reinforcing a sense of beat. | Demonstrate an internalised sense of pulse through singing games. | Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. | Sing with expression and a sense of the style of the music. | Sing/chant a part within a kecak vocal performance. | Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing. |
| Play sea sound effects on percussion instruments. | Sing and chant songs and rhymes expressively. | Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. | Perform vocal percussion as part of a group. | Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing. | Sing and play the melody of <i>Kis nay banaayaa</i> . | |
| With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). | Sing either part of a call-and-response song. | Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. | Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance | Play an instrumental part as part of a whole-class performance. | Sing in a 4-part round accompanied with a pitched ostinato. | |
| Play different instruments with control. | Play the response sections on tuned percussion using the correct beater hold. | | Sing solo or in a pair in call-and-response style. | Sing a part in a partner song, rhythmically and from memory. | | |
| Explore dynamics with their voices and instruments. | Echo sing a line independently with teacher leading, then move on to pair singing in echo format. | | | | | |
| Sing a melody in waltz time and perform the actions. | | | | | | |
| Transfer actions to sounds played on percussion instruments. | | | | | | |
| Sing a song while performing a sequence of dance steps. | | | | | | |
| Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. | | | | | | |