

Cop Lane C of E Primary School – Music Overview 2026-2027

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Christmas concert with PGHS – end December 2026		Sing Up Day TBC Young Voices		World Music Day Music celebration – end July 2027	
R Tuned and Untuned Percussion	<u>Chant To The Animals</u> <i>Explore and Learn Chants that tell a story</i> <i>Know that chant uses a speaking voices rhythmically and musically</i>	<u>Creative Moves</u> <i>Find and Move to the beat</i> <i>Move creatively, expressively and with control</i>	<u>Lilting Lullaby</u> <i>Pitch match with accuracy when singing</i> <i>Feel the lilt of a 2-3 pattern of beats in music with five beats.</i>	<u>Number Time</u> <i>Sing with expression</i> <i>Hear, draw and sing melody shapes</i>	<u>Wellbeing Matters</u> <i>Learn to explore and share emotions</i> <i>Follow a leader and play loudly and quietly</i>	<u>Rhythm Adventure</u> <i>Sing songs rhythmically</i> <i>Combine words to compose rhythms</i>
	<u>Chants to Learn</u> Banana Rap We're Going on a Bear Hunt	<u>Songs to Learn</u> Marching Band Piccolo March	<u>Songs to Learn</u> Baby Elephant	<u>Songs to Learn</u> Hickory Dickory Dock Ten Green Bottles	<u>Songs to Learn</u> Big Emotions – Binoculars Out. I Am Calm and I Feel Surprised	<u>Songs to Learn</u> ABC Song The Bear Went Over The Mountain
	Extra optional rhymes/songs from Original Scheme Pat a Cake 1,2,3,4,5, Once I Caught A Fish Alive Five Little Ducks Name Song	Extra optional rhymes/songs from Original Scheme I'm a Little Teapot The Grand Old Duke of York <u>Musical Storyland</u> The Little Fir Tree Christmas Production All children from EYFS/KS1 involved in learning and performing a short production which includes singing, optional instrumental parts, acting, movement and dance.	Extra optional rhymes/songs from Original Scheme Wind the Bobbin Up Rock a bye Baby <u>Musical Storyland</u> The Great Race Three Billy Goats Gruff Three Little Pigs Exploring BBC Ten Pieces – Bring the Noise	Extra optional rhymes/songs from Original Scheme Incy Wincy Spider Row, Row, Row Your Boat The Wheels on the Bus <u>Musical Storyland</u> Jack and the Beanstalk The Enormous Turnip	Extra optional rhymes/ songs from Original Scheme Big Bear Funk and revisiting other nursery rhymes The Music Plays.. <u>Musical Storyland</u> Hare and Tortoise The Baobab Tree We Went on a Safari music story sack Exploring BBC Ten Pieces – Bring the Noise	Extra optional rhymes/ songs from Original Scheme The Music Plays... Exploring BBC Ten Pieces – Bring the Noise
	Progression of Skills					
	Singing Join in with singing well-known nursery rhymes, new songs and rhymes using simple actions.		Sing simple chants and rhymes from memory and enjoy singing.			
	Playing Instruments Play percussion instruments, knowing when to stop. Handling and playing percussion instruments to the pulse and repeating a simple rhythm.		Playing percussion instruments softly or loudly by following simple hand instructions. Having respect for musical instruments Children are aware of sounds made by different instruments			

Cop Lane C of E Primary School – Music Overview 2026-2027

	Creating Music Exploring the sounds that different instruments make. Creating and improvising simple rhythmic motifs.		Create and improvise simple rhythmic motifs and adding sounds to stories or songs. Children can express themselves through dance by using the sounds of music.			
	Listening to Music Listening to a variety of different music and talking about it. Responding to music through movement		Listen to and associate short and simple pieces of music to different situations and be able to talk about it. Communicate the emotional effect of music Children have an awareness of sounds and rhythms.			
Y1 Tuned and Untuned Percussion	Rhyming in Time <i>Move in time with the beat/pulse, responding to different tempos (speeds).</i> <i>Chant, rap, and sing using different voices following simple cues such as starting together.</i>	Let's Start Singing <i>Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing.</i> <i>Create and follow the melodic shape of the songs they are singing.</i>	Music Inspired by the World Around Us <i>Listen attentively and with understanding to music from different historical periods.</i> <i>Understand that music can tell a story</i>	Exploring Rhythm Patterns <i>Keep a steady beat and explore rhythm using our bodies, voices and instruments</i> <i>Understand and perform repeated patterns (ostinatos)</i> <i>Listen and respond to rhythm through call-and-response activities</i> <i>Create and perform our own rhythmic patterns</i> <i>Begin to read and write simple rhythms using visual symbols</i>	Sound and Pictures <i>Match and create pictures/symbols to represent sound.</i> <i>Capture, sequence and change sounds to make a musical story.</i>	Highs and Lows <i>Understand the difference between a rhythm and a pitch pattern.</i> <i>Identify different pitches (high sounds and low sounds) in music and in sounds around the school.</i>
	<u>Songs to learn</u> Find the Beat Dancing Dinosaurs <u>Extra optional songs from MMC Scheme</u> Find the Beat 12345 Heads, Shoulders, Knees and Toes Shapes We Talk to Animals	<u>Songs to learn</u> Name Song Babushka Little Angel Gets Her Wings <u>Extra optional songs from MMC Scheme</u> Twinkle, Twinkle Little Star In the Orchestra Daisy Bell Dancing Dinosaurs Rock-a- Bye Baby Christmas Production All children from EYFS/KS1 involved in learning and performing a short production which includes singing, optional instrumental parts, acting, movement and dance.	<u>Songs to learn</u> In the Sea <u>Extra optional songs from MMC Scheme</u> If You're Happy and You know it Sing Me a Song Sparkle Rhythm In The Way We Walk Big Bear Funk	<u>Songs to learn</u> Hey You! Rhythm Grids <u>Extra optional songs from MMC Scheme</u> Days of the Week Name Song Cuckoo Upside Down Hush Little Baby	<u>Songs to learn</u> RSNO's Yoyo and the Little Auk <u>Extra optional songs from MMC Scheme</u> Getting Dressed Dress Up Brush Our Teeth Get Ready Up and Down	<u>Songs to learn</u> Friendship Song <u>Extra optional songs from MMC Scheme</u> The Bear Went Over The Mountain In the Sea Alice the Camel Ten Green Bottles Zootime

Cop Lane C of E Primary School – Music Overview 2026-2027

	NC	Progression of skills/ I Can Statements					
	Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Autumn 1 – Unit 1	Autumn 2 – Unit 2	Spring 1 – Unit 3	Spring 2 – Unit 4	Summer 1 – Unit 5	Summer 2 – Unit 6
	Playing Instruments Play tuned and untuned instruments musically	I feel confident when I chant, rap or sing, and can make my voice sound just like the music.	I can warm up, sing with confidence, and perform with my classmates. I can listen to, respond to, and follow or create melodies. I can articulate words clearly and enjoy learning and performing songs.	I can listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling. I can dance, sing along, or make sounds that go with a song's words and tune. I can get ideas for making music from the world around me, like the sound of rain or a busy street.	I can keep a steady beat using my body or an instrument I can perform a simple repeated rhythm (ostinato) I can listen and respond to a rhythm using clapping, voice or instruments I can create my own rhythm patterns using sounds and silences I can play or perform rhythms in time with others I can recognise and use simple rhythm symbols or patterns I can take part in a group performance and share my ideas	I can show if music is high or low (pitch), fast or slow (tempo), and loud (forte) or quiet (piano) (dynamics) by using my voice and my body. I can use my voice to play copycat games and perform a short, rhythmic rap with my friends. I can choose sounds from my voice, body, and instruments to create a sound picture that tells a story. I can invent my own symbols for sounds and create a 'musical map' (a graphic score) for my friends to follow. I can go on a 'musical adventure' to listen to songs from around the world and talk about how they sound and make me feel	I can listen to a song and play a game with arrows (↑ ↓ →) to show if the notes go up, down, or stay the same. I can tell the difference between rhythm and pitch, and I can draw the shape of the tune in the air. I can be a 'sound detective' and listen for high, low, and middle sounds all around me. I can create my own body percussion pattern with stomps and claps, and use symbols like circles and triangles to write it down. I can be a star performer, sing my song and play my percussion piece for an audience, and talk about my favourite musical moments.
	Creating Music Experiment with, create, select and combine sounds using the interrelated dimensions of music.	I can move in time with the beat: If the music speeds up, I speed up; if it slows down, I slow down.					
	Listening to Music Listen with concentration and understanding to a range of high-quality live and recorded music.	I know that tempo means the speed of the music. I can listen carefully to music that was written recently or a long time ago, and think about how it makes me feel.		I can make music using my voice, my body (like clapping!), or the instruments in our classroom. I can be brave and share my music with other people. I can talk about how music makes me feel and describe the sounds that I hear.			

Cop Lane C of E Primary School – Music Overview 2026-2027

Y2 Tuned and Untuned Percussion	Questions and Answers <i>Understand what timbre means and identify percussion instruments by their sound.</i> <i>Improvise using Question and Answer phrases on untuned instruments.</i>	Let's Keep Singing <i>Enjoy learning to sing songs and start to understand the phrase 'in tune with each other'.</i> <i>Demonstrate an understanding of dynamics and tempo following written or visual instructions</i>	Sound and Symbol 1 <i>Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch.</i> <i>Recognise the sound of different families of instruments and how each makes its sounds</i>		Sound and Symbol 2 <i>Recognise and write music using dots (blobs), sticks and stave notation.</i> <i>Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.</i>		Around the World <i>Listen to music from around the world.</i> <i>Explore tempo, understanding that music can be at different speeds.</i>		The Power of Communication <i>Communicate the meaning of the song with our voices and sign language.</i> <i>Sing short vocal phrases independently</i>	
	Songs to Learn Hello Hey Friends <u>Extra optional songs from MMC Scheme</u> Music Is In My Soul Hey Friends Hello	Songs to Learn The Wee Kirkudbright Centipede <u>Extra optional songs from MMC Scheme</u> Sparkle In The Sun Listen To The World Around The Orchestra Song Christmas Production All children from EYFS/KS1 involved in learning and performing a short production which includes singing, optional instrumental parts, acting, movement and dance.	Songs to Learn A Glockenspiel Adventure and related music <u>Extra optional songs from MMC Scheme</u> Rainbows Hands, Feet, Heart All Around The Worlds		Songs to Learn More Glockenspiel Adventures and related songs. <u>Extra optional songs from MMC Scheme</u> Helping Each Other The Music Man Let's Sing Together		Songs to Learn Hands Feet Heart <u>Extra optional songs from MMC Scheme</u> I Wanna Play In a Band Music Is All Around Saying Sorry		Songs to Learn It's OK (Please Just Say) <u>Extra optional songs from MMC Scheme</u> The Sunshine Song Four White Horses Down By The Bay.	
	NC		Progression of skills/ I Can Statements							
	Singing		Autumn 1 – Unit 1	Autumn 2 – Unit 2	Spring 1 – Unit 3	Spring 2 – Unit 4	Summer 1 – Unit 5	Summer 2 – Unit 6		
	Use their voices expressively and creatively by singing songs and speaking chants and rhymes		If I close my eyes and listen, I know which of the instruments is being played.	I can enjoy singing songs and join in with confidence, showing that I am engaged and having a good time.	I can play short pieces using one, two and three notes.	I can make up my own music using our classroom instruments.	I can listen to songs from all over the world and talk about the sounds I hear, like if it's fast or slow or if the speed changes.	I can show what a song is about using my singing voice and my hands.		
	Playing instruments		I can clap and play rhythms that I have made up by myself	I can sing in tune with others, listening carefully to match pitch and stay together as a group.	I can tell which note is the highest pitch, which is the lowest and which is in the middle.	I can write and play from dots, sticks and stave notation	I know that tempo means speed.	I can sing parts of a song all by myself and show feelings with my voice.		
	Creating Music		I enjoy singing clearly and I can also hum the tune of the songs I have learnt	I can maintain a steady tempo while singing, adjusting my pace as	I can tell you how instruments make a sound: a part of them has to vibrate.	I can identify the strong beat in a bar of music.	I can sing songs I know, using high and low notes and the right beat. I can even add my own dance moves!	I can use puppets to share happy thoughts and feelings.		
	Listening to Music				I can recognise the sound of a brass	I can write and play patterns using the rhythm grid tool.		I can practice with my friends to get ready for		
	Listen with concentration and understanding to a range of high-quality live and recorded music.									

Cop Lane C of E Primary School – Music Overview 2026-2027

			the song or teacher requests. I can use gestures, facial expressions, and movements to bring the story or mood of the song to life. I can sing loudly or quietly, fast or slow, and know the difference. Vocabulary – crotchets, minims	instrument, a percussion instrument, a string instrument and a woodwind instrument. I know you can make a sound by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or hitting a drum to make them all vibrate,	I can follow the music we have written using Music Explorer. I can demonstrate changes in dynamics, singing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (decrescendo)	I can name the different instruments I hear in a song. I can play simple tunes on instruments by following a pattern, I can make music with my friends by singing and playing together as a team. I can talk about how performing music makes me feel and what I like about a song.	a show and perform our songs or rhymes for others. I can think about my feelings and my friends' feelings to help me sing with my whole heart.
--	--	--	---	--	--	---	--

Cop Lane C of E Primary School – Music Overview 2026-2027

Y3 Recorders and tuned/untuned percussion	A Shining Performance <i>Read and play G, A and B (doh, re, me) on a musical instrument.</i> <i>Use creative ideas inspired by different stimuli to enhance a musical performance.</i>	Sing and Move <i>Sing songs with attention to expression and dynamics, following the conductor's cues</i> <i>Perform actions with accuracy and confidence.</i>	Music and Video <i>Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre.</i> <i>Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.</i>		You Gotta Try <i>Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre.</i> <i>Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.</i>		Music and Sound <i>Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period.</i> <i>Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.</i>		Sound Exploration <i>Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre.</i> <i>Present a multi-art form performance of a song.</i>					
	<u>Songs to Learn</u> Sparkle in the Sun <u>Extra songs from MMC Scheme</u> Home Is Where The Heart Is Let's Work It Out Together Please Be Kind	<u>Songs to Learn</u> The King of All Polar Bears <u>Extra songs from MMC Scheme</u> Love What We Do When The Saints Go Marching In My Bonnie Lies Over The Ocean	<u>Songs to Learn</u> Be Safe Online <u>Extra songs from MMC Scheme</u> You're Imagination You're A Shining Star Music Makes The World Go Round		<u>Songs to Learn</u> You Gotta Try <u>Extra songs from MMC Scheme</u> Friendship Song Family Come On Over		<u>Songs to Learn</u> YuStudio Sinfonia Cymru's Regenerate: Seasons for Change Project 1 <u>Extra songs from MMC Scheme</u> He's Got The Whole World In His Hands Why Does Music Make A Difference? Panda Extravaganza		<u>Songs to Learn</u> RSNO's Sounds of the Deep <u>Extra songs from MMC Scheme</u> Michael Rowed The Boat Ashore The Dragon Song Follow Me					
	NC		Progression of skills/ I Can Statements											
	Singing		Autumn 1 – Unit 1		Autumn 2 – Unit 2		Spring 1 – Unit 3		Spring 2 – Unit 3		Summer 1 – Unit 4		Summer 2 – Unit 5	
	Using their voices and with increasing accuracy, fluency, control and expression.		I can point out the notes G, A, and B in a new song.		I can follow my teacher's or the conductor's hands to sing with feeling.		I can use a storyboard to plan and show what will happen in my part of the class music video.		I can keep a steady pulse and recognise rhythm patterns.		I can listen carefully to different pieces of music and identify similarities, differences, and can describe the pieces in relation to timbre, tempo, structure and dynamics.		I can listen to different pieces of music and confidently use musical vocabulary linked to pitch, tempo, dynamics, and timbre to describe what I hear.	
	Playing Instruments		I can look at a piece of music and point to the five lines (the stave) and the clef.		I can add actions to songs and keep in time with my friends.		I can make a short video using music, art, dance, or drama to tell a story.		I can perform syncopated rhythms accurately on different instruments.					
	Creating Music		I can add actions to songs and keep in time with the group.		I can sing with my class in assembly.				I can sing and play notes with accurate pitch and rhythm.				I can respond to music in different	
	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other notations.													

Cop Lane C of E Primary School – Music Overview 2026-2027

	Listening to Music Listen with attention to detail and recall sounds with increasing aural memory.		I can compose my own music inspired by a story, a picture, or a feeling.	I can sing with expression, changing my voice to match the mood of the song	I can draw a self-portrait that shows what I look like and what makes me unique. I can create my own avatar that shows me in a fun and imaginative way. I can explain how my avatar is like me and how it is different from real life	I can use changes in tempo and dynamics to make my performance expressive. I can perform my part confidently as part of an ensemble whilst others play their parts.	I know Vivaldi composed during the Baroque era. I can contribute ideas to my group's composition, creating a short melody or a repeating rhythm pattern, called an ostinato. I can help create a structure for our music by putting our ideas into different sections and help notate them on a graphic score. I can rehearse with my group, helping to improve our piece by adjusting the tempo and dynamics, and choosing instruments with the right timbre.	ways, such as by creating artwork or using movement to show changes in the sound. I can make my own music, like fanfares or sea shanties, using instruments, sounds, and my ideas related to melody and pitch. I can notice changes in the music, such as tempo and dynamics, and use my voice, body, or instruments to show them. I can plan and perform a show using music, movement, and art to share a story or idea with my friends or audience.
	Listening to Music Listen with attention to detail and recall sounds with increasing aural memory.		I can compose my own music inspired by a story, a picture, or a feeling.	I can sing with expression, changing my voice to match the mood of the song	I can draw a self-portrait that shows what I look like and what makes me unique. I can create my own avatar that shows me in a fun and imaginative way. I can explain how my avatar is like me and how it is different from real life	I can use changes in tempo and dynamics to make my performance expressive. I can perform my part confidently as part of an ensemble whilst others play their parts.	I know Vivaldi composed during the Baroque era. I can contribute ideas to my group's composition, creating a short melody or a repeating rhythm pattern, called an ostinato. I can help create a structure for our music by putting our ideas into different sections and help notate them on a graphic score. I can rehearse with my group, helping to improve our piece by adjusting the tempo and dynamics, and choosing instruments with the right timbre.	ways, such as by creating artwork or using movement to show changes in the sound. I can make my own music, like fanfares or sea shanties, using instruments, sounds, and my ideas related to melody and pitch. I can notice changes in the music, such as tempo and dynamics, and use my voice, body, or instruments to show them. I can plan and perform a show using music, movement, and art to share a story or idea with my friends or audience.

Cop Lane C of E Primary School – Music Overview 2026-2027

	Songs to Learn You Can See It Through	Songs to Learn The King Of All	Songs to Learn Plastic	Songs to Learn Let Your Spirit Fly	Extra Optional Songs from MMC Scheme Train Is A-Comin Oh Happy Day A World Full Of Sound	Extra Optional Songs from MMC Scheme You Can See it Through The Octopus Slide Connect
	Extra Optional Songs from MMC Scheme Hoedown I'm Always There Martin Luther King	Extra Optional Songs from MMC Scheme Looking Into The Mirror Take Time In Life Scarborough Fair	Extra Optional Songs from MMC Scheme Bringing Us together Old Joe Clarke Dance With Me	Extra Optional Songs from MMC Scheme Frere Jacques The Other Side of The Moon		
	NC		Progression of skills/ I Can Statements			
	Singing Using their voices and with increasing accuracy, fluency, control and expression.	Autumn 1 – Unit 1	Autumn 2 – Unit 2	Spring 1 – Unit 3	Spring 2 – Unit 4	Summer 1 Summer 2
	Playing Instruments Playing musical instruments with increasing accuracy, fluency, control and expression.	I can create and play short musical phrases using the first five notes of a minor scale.	I can sing a 2-part song with accurate pitch and timing. I can perform a melody or duet with clear accompaniment.	I can research a topic and summarise key facts for a song. I can compose lyrics that communicate a meaningful message.	I know that forte means loud, piano means quiet, staccato means short, and legato means smooth. I can play instruments confidently, using tuned and untuned parts.	<u>Exploring the Instrument</u> I can hold the pukulele correctly. I can name the main parts of the instrument.
	Creating Music Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other notations.	I can make decisions about the overall structure of my improvisations/compositions, using techniques such as repetition.	I can listen carefully and adjust my voice to blend with others. I can identify and describe contrasting musical traditions and stories. I can reflect on how different songs express culture and meaning.	I can perform a song with expression and dynamics. I can collaborate in a group to create musical sections. I can confidently record and share my creative work.	I can play instruments confidently, using tuned and untuned parts. I can identify and perform musical contrasts in pitch, dynamics, and articulation. I can sing the main and second vocal parts accurately and with expression. I can keep my own line whilst others play different parts. I can play or sing a whole song with my group, making sure we all start and stop together,	I can say whether the strings are high/ low – I am aware of how the pukulele is tuned. I can produce a clear sound by strumming gently with the index finger and thumb. <u>Basic Technique</u> I can strum in time with a steady beat I can use simple down strums I can start and stop with my group. I can keep a regular pulse whilst playing <u>Left-Hand Introduction</u> Place fingers accurately on the fret board Form simple chord shapes. Change between two chords, slowly and accurately. I can play along with a song.
	Listening to Music Listen with attention to detail and recall sounds with increasing aural memory.	I can use Music Explorer to create a composition with a structure.				

Cop Lane C of E Primary School – Music Overview 2026-2027

					listen so no one is too loud, and play the loud (forte) and quiet (piano) parts at the right time.	I can change chords at the correct point in the song.
Y5 Ukulele and tuned/ untuned percussion	Ukulele lessons - Wider Opportunities incorporating Charanga MMC Unit Melody and Harmony in Music A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?	Ukulele lessons - Wider Opportunities incorporating Charanga MMC Unit Sing and Play in Different Styles Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit. Christmas Performance	Ukulele lessons - Wider Opportunities incorporating Charanga MMC unit Composing and Chords If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.	Ukulele lessons - Wider Opportunities incorporating Charanga MMC unit Enjoying Musical Styles There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music	Ukulele lessons - Wider Opportunities incorporating Charanga MMC unit Freedom to Improvise Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).	Ukulele lessons - Wider Opportunities incorporating Charanga MMC unit Battle of the Bands Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Summer Performance
	NC		Progression of skills			
	Singing		Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune with awareness of other parts. Sing with expression and rehearse with others.			
	Playing Instruments		Hold ukulele accurately and play the open strings with correct technique. Make simple chord shapes C,Am,F,G7 Translate chord notation to ukulele Strum in time to a beat Play, rehearse and perform in a range of solo and ensemble contexts from memory and notation with increasing confidence, accuracy, fluency, control and musicianship.			
	Creating Music		Show an awareness of the musical elements within a composition. Play own part with awareness of others in the group, keeping in time with a variety of parts. Compose simple melodies on tuned percussion/ Yustudio. Choose appropriate timbres, which will complement each other in a group composition.			
	Listening to Music		Listen to and aurally understand an increasingly broad range of music genres and styles, and be able to identify different moods and textures (layers of sound) within different pieces of music. Describe, compare and evaluate music using musical vocabulary. Contrast the work of a famous composer with another and explain preferences.			

Cop Lane C of E Primary School – Music Overview 2026-2027

Y6 Autumn/Spring Pukulele Tuned/Untuned percussion (Mainly Glockenspiel)	Charanga MMC unit - Developing Ensemble Skills Pukulele You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud (“crescendo”) or from loud to soft (“decrescendo”) can help make music more exciting. <u>Songs to Learn</u> My Best Friend Singing Swinging Star Roll Alabama	Charanga MMC unit – Creative Composition Pukulele By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever <u>Songs to Learn</u> Disco Fever La Bamba Change	Charanga MMC unit Pukulele Musical Styles Connect Us Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes. <u>Songs to Learn</u> Let's Rock Simple Gifts Friendship Should Never End	Charanga Original Unit – Happy - Pukulele Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. Play instrumental parts accurately and in time as part of the performance. Improvise in the lessons and as part of the performance. Compose a melody using simple rhythms and use as part of the performance. <u>Extra Songs from MMC Scheme</u> Do What You Want To It's All About Love Sunshine on a Rainy Day	Music Re-imagined – (Unit 3) <i>To analyse and compare two contrasting musical interpretations of “Spring”, relating the differences to the theme of climate change.</i> <i>To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.</i> <u>Songs to Learn</u> Wake Up Down By The Riverside Dance The Night Away <u>Extra Songs from MMC Scheme</u> Heal The Earth Down By The Riverside Dance The Night Away	Musical Sketches – (Unit 4) Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character. <u>Songs to Learn</u> Heal The Earth Let's Go Surfin So Amazing <u>Extra Songs from MMC Scheme</u> Heal The Earth Let's Go Surfin So Amazing	
	NC		Progression of skills/I Can Statements				
	Singing		Singing in non-round parts – identifying and holding a simple harmony/ descant line in group singing. I know how to sing in harmony, confidently and accurately I know how to perform parts from memory Play, rehearse and perform in a range of solo and ensemble contexts from memory and notation with increasing security, accuracy, fluency, control and musicianship. I know how to play parts from memory, I know how to take the lead in a performance I know how to use a variety different musical devices in my composition (including melody, rhythms and chords)			I can listen to different pieces of music and discuss how they represent a theme like climate change.	I can listen to music and identify its melodic, rhythmic, and dynamic features.
	Playing Instruments					I can use digital software (YuStudio) to arrange musical loops and samples to begin creating a composition. I can add my own ideas to a musical piece by selecting	I can create short musical sketches using Music Notepad. I can notate my musical ideas clearly to share with others. I can perform my composition confidently, using dynamics

Cop Lane C of E Primary School – Music Overview 2026-2027

	Creating Music Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.	Compose increasingly expressive melodic and harmonic material with increasingly sophisticated use of the dimensions of music. Use structures such as ternary and rondo to organise and give shape to music.	sounds, recording audio, and changing the pitch and dynamics.	and appropriate articulations. (Staccato or Legato, for example).
	Listening to Music Listen with attention to detail and recall sounds with increasing aural memory.	Listen to longer pieces of music and identify features I know how to analyse features within different pieces of music I know how to compare and contrast the impact that different composers from different times have had on people of that time. Listen to and aurally understand an increasingly broad range of music genres and styles, showing secure aural awareness of how constructive elements work together to create music expression and effect.	I can experiment with and apply special effects (FX) to enhance and complete my digital soundscape. I can complete, save, and share my finished digital music composition with others.	I can reflect on my own and others' work to improve my compositions.