

TERM 1							
Sing and Play	Reception	Sing with a sense of pitch, following the shape of the melody with voices.	Mark the beat of the song with actions.	Use the voice to adopt different roles and characters.	Match the pitch of a four-note (la-so-mi-do) call-and-response song.	Sing a tune with 'stepping' and 'leaping' notes.	Play a steady beat on percussion instruments.
	Year 1	Sing a cumulative song from memory, remembering the order of the verses and play classroom instruments to mark the beat.	Copy a leader, show pitch shape with actions and sing using me-re-do.	Sing a unison song rhythmically and in tune.	Play percussion instruments expressively representing the character of their composition.	Change voice to suit different characters while performing appropriate actions.	Play contrasting accompaniments to reinforce the verse structure.
	Year 2	Play the song's melody on a tuned percussion instrument.	Sing with good diction to emphasise word play.	Sing a unison song rhythmically and in tune.	Play percussion instruments expressively representing the character of their composition.	Sing small intervals accurately and confidently, and vary dynamic contrast.	Play a piece following a graphic score.
	Year 3	Sing a call-and-response song in groups, holding long notes confidently.	Play melodic and rhythmic accompaniments to a song.	Sing by improvising simple melodies and rhythms.	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.	
	Year 4	Sing in a gospel style with expression and dynamics.	Play rhythm patterns along with <i>This little light of mine</i> .	Sing part 1 of a partner song rhythmically.	Sing by improvising simple melodies and rhythms.	Sing with clear articulation, expression, and actions.	
	Year 5	Sing a sea shanty expressively, with accurate pitch and a strong beat.	Play bass notes, chords, or rhythms to accompany singing.	Sing with expression and an appreciation of the song's history and purpose, perform for an audience as part of Remembrance services, or a class history topic assembly.	Play the <i>Home fires fanfare</i> as a class from the score with expression.		
	Year 6	Sing a syncopated melody accurately and in tune.	Sing and play their own arrangement of a song together in time.	Sing accurately in two parts, with dynamic contrast and expression.	Play the melody, bass note, or chord for one verse of <i>Skye boat song</i> .		

TERM 2							
Sing and Play	Reception	Perform actions to music.	Adapt to the changing speed of a song, marking the beat with actions.	Play a rhythmic accompaniment on percussion instruments.	Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Sing in call-and-response and change voices to make a buzzing sound.	Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.
	Year 1	Chant together rhythmically, marking rests accurately.	Play a simple ostinato on untuned percussion.	Sing an echo song while tapping the beat, and clap the rhythm understanding there is one beat for each syllable.	Sing a simple singing game and play a partner clapping game while singing a song.	Create, interpret and perform simple graphic scores.	Sing familiar songs in low and high voices, recognising higher and lower.
	Year 2	Chant rhythmically and perform both unison and in a round.	Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation.	Perform composed pieces for an audience.	Create, interpret and perform simple graphic scores.	Sing clearly articulated words, smoothly and together in time.	Match voices accurately in a singing game.
	Year 3	Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse, chorus structure.	Play a one note part contributing to the chords accompanying the verse.	Accompany themselves singing a call-and-response song with a drone.			
	Year 4	Sing swung rhythms lightly and accurately.	Learn an instrumental part and play as part of a whole-class performance.	Sing part 2 of a partner song rhythmically.	Adopt a rhythmic accompaniment while singing.		
	Year 5	Sing a song in two parts with expression and an understanding of its origins.	Perform in a vocal percussion style.	Play drum patterns, basslines and riffs on a variety of instruments as part of a group.	Sing a chorus in three parts, and sing following the score.	Play a melodic riff or melody of the chorus by ear.	
	Year 6	Sing a round accurately and in a legato style.	Perform in a vocal percussion style.	Play drum patterns, basslines and riffs on a variety of instruments as part of a group.	Sing in three parts with good ensemble and accurate pitching.	Play bass notes and chords to accompany improvised melodies on tuned percussion, ukulele, keyboard or Apps.	

TERM 3							
Sing and Play	Reception	Sing and play songs with a call-and-response structure and a stepping tune phrase (C-D-E). Play sea effects on tuned percussion instruments.	Play different instruments with control.	Sing a melody in waltz time and perform the actions.	Play a range of percussion instruments (replacing the action words with playing words).	Sing a song while performing a sequence of dance steps.	Play a two-note accompaniment, marking the pulse on tuned or untuned percussion.
	Year 1	Perform actions to music, reinforcing a sense of beat.	Sing and chant songs and rhymes expressively.	Sing a song that includes a time change from march to a jig.	Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre.	Sing either part of a call-and-response song.	Play the response sections on tuned percussion using the correct mallet hold.
	Year 2	Mark the beat by tapping, clapping, and swinging to the music.	Sing and chant songs and rhymes expressively.	Learn an interlocking spoken part and perform a rock 'n' roll-style song confidently in two parts.	Play an introduction on tuned percussion.	Sing confidently in another language and play a cumulative game with spoken call-and-response sections.	Play an accompaniment on tuned percussion.
	Year 3	Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations.	Sing a syncopated melody confidently and with a sense of style.	Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments.	Perform vocal percussion as part of a group.		
	Year 4	Sing with expression and a sense of the style of the song.	Play an instrumental as part of a whole-class performance.				
	Year 5	Chant a part within a kecak performance.	Sing a lullaby with expression, accuracy, and an understanding of the song's purpose.	Play an accompaniment using tuned percussion instruments to accompany singing.	Sing unaccompanied in two or three parts, with an understanding of the song's purpose.	Play a simple accompaniment on tuned instruments.	
	Year 6	Sing a melody with attention to phrasing.	Sing with expression and accuracy of rhythm and pitch.	Play chords to accompany the song.			