

Music'sCool Overview EYFS – Yr.6

EYFS

Singing games and collaborative musicking that enable children to experience and develop the musical skills below. Not all skills are 'made conscious' – ie children may experience and understand the following without them being explicitly defined:

- Voice Matching (spoken word)
- Pitch matching (limited pitch range, legato unforced singing sound)
- Steady beat - clapping, moving to a beat (fine, gross and loco-motor skills)
- Fine Motor Skills (finger rhymes, one-to-one correspondence, handling percussion instruments)
- Phrase (gross motor skills, singing in whole phrases, patterns in music)
- Rhythm as the 'pattern of the words'
- Listening with concentration
- Comparatives: higher/lower faster/slower louder/quieter
- Staccato and Legato (frogs and butterflies for example)
- Strong focus on embedding sml pitches and some body mapping of this (unconscious)
- Transactional singing including solo singing and echo songs

In addition to this, wider skills are developed through musicking including language and communication, numeracy, social skills and much more.

Y1 Music'sCool Overview for Schools – updated 2026		
Autumn	Spring	Summer
Singing and singing games	Singing, 'the piano' and tuned percussion	Ensemble Development
• Singing voice development – accurate pitching. Soh – mi songs – sing and sign • Beat competency –movement, dancing, untuned percussion • Music notation – graphic scores and simple rhythm • Rhythm – beat & rhythm, ta/ti-ti • Improvising and creating new ideas – short phrases. • Active listening – musical opposites (loud/quiet, fast/slow etc.).	• Coordination – dancing and singing games with movement • Rhythm skills development, ta/ti-ti/shh • Lah-soh-mi – singing and signing • Simple rhythm dictation • Playing drones and simple melodies on tuned percussion • Active listening – Music written for the piano	• More complex singing games with wider vocal range • Playing rhythm patterns on percussion from memory and notation - ta, titi, shh • Experience and demonstrate musical phrase. • Solfa – s m l d • Using 'handy stave' to show melodic line • Active listening – Descriptive music (Carnival of the Animals).

*Schools opting for 'Violin Program' will develop basic technical skills on the violin – including hold, posture, string names, pizzicato, bowing and simple open string melodies. The melodic focus will be on soh-doh intervals to support open string melodies. Active listening will focus on violin music in the spring term.

Y2 Music'sCool Overview for Schools – updated 2026		
Autumn	Spring	Summer
Singing and singing games	Singing, 'the orchestra and recorder prep	Ensemble Development
• Singing voice development – accurate pitching. Lah, soh, mi, doh – sing and sign • Feeling the strong beat (duple/triple time) • Music notation – steps and skips, musical scales • Improvising 4 beat rhythms • Active listening – musical form and structure	• Coordination – dancing and singing games with scarves • Rhythm notation – sight reading known rhythms • Doh, re, mi – reading, singing and signing • Improvising soh/doh patterns • Playing as a class ensemble • Active listening – Identifying instrument families of the orchestra • Recorder prep – motor skills and breath	• More complex singing games with wider vocal range • Recorder skills – tonguing, breath, notes B and A within melodies. • Reading simple musical notation – combining rhythm and pitch • Active listening – Music written for the recorder

*Schools opting for 'Violin Program' will develop basic technical skills on the violin – including hold, posture, string names, pizzicato, bowing and simple open string and first finger melodies. The melodic focus will be on doh-re, soh-lah intervals to support this. Active listening will focus on strings music (to include viola, cello and double bass) in the spring term. Recorder readiness moves to the summer term (in preparation for Y3) and recorder is postponed until Autumn Y3

Y3 Music'sCool Overview for Schools – updated 2026		
Autumn	Spring	Summer
Recorder/Singing/Moving	Recorder/Singing/Body Percussion1	Ensemble Development
• Singing development/aural awareness Singing games and rounds • Recorder skills – tonguing, notes BAG • Mixture of rote learning, staff notation and playing from memory • Contribute new ideas to instrumental pieces (recorder/chime bars) • Active listening – Early 20th Century	• Singing development – rounds and singing games • Teacher-led body percussion – coordination development • Recorder skills BAG plus high C and D • Opportunities to create new body percussion sequences. • Active listening – Ballet Music	• Playing and singing in parts (rec/sing) • body perc/classroom perc if available) • Recorder skills – practising LH notes in context of ensemble • Extend improvisation skills in body percussion and voice work • Active listening –early Rock & Pop

Y4		
Autumn	Spring	Summer
Recorder Skills/Singing/Tamboo Bamboo	Body Percussion2 - group composition	Ukulele Introduction
• Singing development – more demanding repertoire and part work. • Recorder skills – tonguing, notes D'C'BAG E • Mixture of rote learning, staff notation and playing from memory • Bamboo bamboo - rhythm & part work • Performance skills • Active listening – music and musicians from the Caribbean.	• Body percussion – more complex ideas and sequences. • Small group compositions for gaming, film or sound effects • • Recorder skills – more complex melodies with known pitches. Two-part pieces. • Active listening – 21st century women composers (Meredith and Shigihara)	• Correct hold, name of ukulele parts and strings • Plucking and Strumming (up and down) • Moving between chords Cmaj and Amin. • F maj chord • Accompanying self on ukulele for 'real' songs. • Active listening – prominent Ukulele players.

Y5 Music'sCool Overview for Schools - 2026		
Autumn	Spring	Summer
Ukulele Development, Major/Minor	Body Percussion2 - group composition	Ukulele Introduction
• Singing development – more demanding repertoire and part work. • Ukulele – accompanying selves on 'real world' songs using primary chords • Major and Minor triads • New rhythms – tika-ti and ti-tika • Melodic composition over simple chords • Active listening – playable real world songs with simple chord structures	• Body percussion – more complex ideas and sequences. • 12 Bar Blues – improvising and composing • Applying existing notation knowledge to own composition • Home notes – doh (major) and lah or re (minor) • Structure – ternary form • Active listening – the blues	• Introduction to the music and instruments of West Africa • Simple djembe technique • Improvising drumming patterns within given musical structures • Sequencing drumming patterns • Singing songs of West Africa – with drum accompaniment • Active listening – Music of West Africa and music influenced by this genre

Y6 Music'sCool Overview for Schools - 2026		
Autumn	Spring	Summer
Rap, Beat-boxing and Hip-hop	Samba	Song-writing and performance
• Singing development – singing over beat-boxing, part singing. • Basic beat-boxing techniques • Understanding the history and context of Rap and HipHop • Using FAID (Flow, Accent, Intonation and Dynamics) to perform raps as a class • Writing own rap for performance • Active listening – a range of rap artistes • Melodic composition over simple chords • Active listening – playable real world songs with simple chord structures	• Learning about the music of Brazil including samba • Structure – understanding groove, breaks, call and response • Syncopated rhythms including clave rhythm • Composing own samba breaks • Class ensemble • Active listening – music of South America	• Lyric writing for song • Using instrumental skills (eg recorder, ukulele, percussion) to write own song lyrics and melody. • Reflecting on, refining and developing own work for performance • Performance skills OR • Music Theatre – leavers show. Rehearse and develop performance skills to present at end of year.