



Intent & Implementation

Music at Walton-on-the-Hill Primary School provides inclusive, creative and culturally rich musical experiences. We aim to equip pupils with the knowledge, skills and confidence to engage with music as singers, listeners, composers and performers. Music supports wellbeing, expression, identity and belonging, and plays a vital role in developing the whole child.

Each year group also learns a musical instrument as part of our whole-class instrumental programme. This provides every child with the opportunity to develop technical proficiency, ensemble awareness, musical literacy and long-term musicianship skills, supporting both curricular learning and wider progression.

Music is taught through thematic units produced by GetSet4Music, enabling teachers to make cross-curricular links. In line with the Model Music Curriculum, all pupils experience structured progression in singing, listening, composing, musicianship and performing.

Our teachers assess the children’s work through observation, questioning, listening to their conversations and watching recordings of their performances. We use floor books to track progress, as well as capture children's voices and ideas. Teacher judgements are made termly and recorded in Insight, our whole-school assessment tracking tool.

MMC-aligned units by year group

EYFS

Unit	Singing	Listening	Composing	Musicianship	Performing
Whatever the Weather	Join in simple songs.	Identify contrasting sounds.	Create simple sound patterns.	Keep steady beat.	Perform simple action songs.
Minibeasts	Pitch-match short phrases.	Identify high/low.	Make sequences.	Explore pitch.	Perform patterns.
Space	Sing contrasting phrases.	Respond to music representing space.	Create soundscapes.	Order sounds with symbols.	Share compositions.

Year 1

Unit	Singing	Listening	Composing	Musicianship	Performing
Senses	Sing simple songs.	Identify tempo/dynamics.	Create vocal patterns.	Keep steady beat.	Perform patterns.
Carnival of the Animals	Sing with actions.	Describe timbre/tempo.	Create descriptive patterns.	Respond to musical elements.	Perform sequences.
At the Seaside	Sing call-and-response.	Describe structure.	Create wave-like patterns.	Explore ostinato.	Group performance.

Year 2

Unit	Singing	Listening	Composing	Musicianship	Performing
Folksongs	Sing in tune.	Identify structure.	Create melodic patterns.	Keep beat.	Perform songs.
Four Seasons	Sing contrasting songs.	Describe mood and tempo.	Compose seasonal patterns.	Use symbols.	Perform short pieces.
Oceans	Shape vocal dynamics.	Describe texture/dynamics.	Create soundscapes.	Recognise pulse.	Present compositions.

Year 3

Unit	Singing	Listening	Composing	Musicianship	Performing
Stone Age	Sing with phrasing.	Identify structure.	Create melodic ideas.	Read simple notation.	Perform melodies.
In the Garden	Sing tunefully.	Identify pitch shapes.	Compose motifs.	Maintain pulse.	Perform group pieces.
Volcanoes	Contrast vocal expression.	Identify dynamics/tempo.	Compose soundscapes.	Use tempo/texture.	Perform with control.

Year 4

Unit	Singing	Listening	Composing	Musicianship	Performing
Jazz	Sing swung rhythms.	Identify syncopation.	Improvise ideas.	Recognise swung quavers.	Perform in ensemble.
Ancient China	Sing pentatonic songs.	Identify cultural instruments.	Compose pentatonic patterns.	Use pitch patterns.	Perform contrasting sections.

Rivers	Sing smooth lines.	Identify flowing music.	Compose ostinato phrases.	Understand simple chords.	Perform layered parts.
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Year 5

Unit	Singing	Listening	Composing	Musicianship	Performing
Planets	Sing with control.	Describe instrumentation.	Compose atmospheric pieces.	Read complex rhythms.	Perform expressively.
Rock and Roll	Sing rhythmically.	Identify riffs/backbeat.	Compose riff-based pieces.	Maintain strong pulse.	Perform accurately.
Vikings	Expressive singing.	Identify textures.	Compose drone-based pieces.	Control tempo/dynamics.	Perform in ensemble.

Year 6

Unit	Singing	Listening	Composing	Musicianship	Performing
Reggae	Sing off-beat emphasis.	Identify rhythms/bass lines.	Compose grooves.	Maintain syncopation.	Perform confidently.
Electricity	Refined phrasing.	Describe tension devices.	Compose structured pieces.	Read advanced rhythms.	Perform coordinated pieces.
Garageband	Creative vocal use.	Analyse genre.	Compose multi-layer tracks.	Use digital notation.	Present final mixes.

Vocabulary Progression (EYFS–Y6)

EYFS

action, band, beat, copy, count, fast, high, higher, instrument, listen, loud, louder, low, lower, match, movement, note, pattern, perform, play, quicker, quiet, repeat, rest, rhythm, scrape, shake, sing, slower, slow, sound, sound effect, speed, stamp, start, stop, tap, tune, voice

Year 1

adagio, allegro, chorus, compose, composer, conductor, crescendo, decrescendo, duet, dynamics, graphic score, layer, length, melody, opera, pitch, score, soundscape, stave, tempo, verse

Year 2

anthem, baroque, brass, crotchet, drone, fall, fanfare, folk, forte, improvise, lyrics, notation, orchestra, paired quavers, percussion, performance, piano, posture, presto, rehearsal, rise, romantic, round, sea shanty, strings, texture, unison, woodwind

Year 3

audience, bar, bar line, classical, crotchet rest, duration, ensemble, fortissimo, glissando, inter-related dimensions, leaping, medieval, minim, musical theatre, pianissimo, quartet, rehearse, scale, semibreve, semiquaver, stepping, structure, timbre, time signature, treble clef, western notation

Year 4

accelerando, accompaniment, accompany, bass, call and response, cell, chord, clashing, dotted note, graphic notation, groove, harmonious, harmony, improvisation, legato, major, melodic shape, mezzo forte, mezzo piano, minimalism, minor, moderato, motif, movement, neutral clef, note value, notate, octave, off beat, ostinato, pentatonic scale, polyrhythmic, polyphony, quaver, rallentando, scatting, solo, swing time, symphony, technique

Year 5

backing vocals, bass line, broken chords, consonant, dissonant, flat, fusion, genre, interval, lead vocals, mnemonics, monophonic, partner song, phrase, polyphonic, polyrhythmic, programmatic, root note, semiquavers, semitone, sharp, staccato, suspension, ternary form, triad, walking bass line

Year 6

accent, ascending, binary form, break, bridge, chord sequence, concerto, counter melody, descending, da capo, diction, introduction, jingle, key, loop, manipulate, metronome, passing note, phrasing, reel, riff, sustain, syncopation, tie, tonic

Working Musically Progression (EYFS–Y6)

Singing

- EYFS–Y2: match pitch, sing short phrases, respond expressively.
- Y3–4: sing in unison with accuracy, begin part-singing.
- Y5–6: sing with control, expression and stylistic awareness.

Listening

- EYFS–Y2: identify simple contrasts (loud/quiet, high/low).
- Y3–4: recognise structure, texture, timbre and style.
- Y5–6: analyse genre features, instruments, harmony and techniques.

Composing

- EYFS–Y2: create short patterns using voice/body sounds.
- Y3–4: develop motifs and simple structures.
- Y5–6: compose extended pieces using form, contrast and refinement.

Musicianship

- EYFS–Y2: steady pulse, simple rhythms and pitch contrasts.
- Y3–4: read and perform simple notation; maintain ensemble parts.
- Y5–6: perform complex rhythms, understand keys/scales and musical devices.

Performing

- EYFS–Y2: perform simple patterns and songs in groups.
- Y3–4: perform with increasing accuracy, control and awareness of others.
- Y5–6: perform with confidence, accuracy and ensemble coordination.