



<p>Y1</p> <p>KS1 End Points (NC)</p> <p>Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Can play tuned and untuned instruments musically.</p> <p>Can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Content</p> <p>Hit The Right Note! Learning how to play instruments and reading simple notation</p>	<p>Preparation for Winter Concert</p>	<p>Football A lively, rhythmic chant about football, with opportunities for creating new sporting lyrics and a percussion accompaniment.</p>	<p>Magical Musical Aquarium Exploring sounds to compose aquarium inspired music</p>	<p>Come Dance With Me This lively song works as a springboard for children to compose their own song.</p>	<p>Preparing for the summer singalong and continuing skills development</p>
	<p>Skills</p> <p>Children will be developing their listening and rhythmic skills by playing along with backing tracks</p> <p>Children will be singing and pitched percussion at the same time</p> <p>Children will be learning how to play as a group</p> <p>Children will be learning simple phrases on the glockenspiel</p> <p>Children will learn simple rhythmic notation</p>	<p>Performance skills eg following a conductor</p> <p>Singing in a large ensemble</p> <p>Learning lyrics</p> <p>Dance</p>	<p>Composing a short riff</p> <p>Singing against a steady pulse</p> <p>Write simple lyrics against a pulse</p> <p>Ensemble skills- performing in groups of 3</p> <p>Children will learn simple rhythmic notation</p> <p>Children will be learning to write simple notation</p>	<p>Children will listen and respond to 'Aquarium'</p> <p>Composing soundscapes</p> <p>Playing tuned and untuned percussion</p> <p>Ensemble skills- starting and stopping together. Playing with a range of dynamics</p>	<p>Create musical phrases from new word rhythms that children invent.</p> <p>Sing all parts of a call-and-response song.</p> <p>Play the response sections on tuned percussion using the correct mallet hold.</p> <p>Listen and copy call-and-response patterns on voices and instruments.</p>	<p>Performance skills eg following a conductor</p> <p>Singing in a large ensemble</p> <p>Learning lyrics</p> <p>Dance</p>
	<p>Repertoire</p> <p>Sing up 'Hit the Right Note'</p>	<p>Winter songs</p>	<p>Sing circle 'Hit The Right Note'</p>	<p>Sing up</p>	<p>Sing Up Come dance with me • 'Under the sea' from The little mermaid by Anna Meredith</p>	<p>'Sing Up' playlist</p>
	<p>Outcomes</p>	<p>Concert at Cecil Sharp House</p>	<p>Class assemblies</p>			<p>Performance in playground</p>
	<p>Topic Links</p> <p>Numeracy- counting beats</p>			<p>Literacy- simple lyric writing</p>	<p>Animals and Habitats Soundscapes</p>	<p>Literacy- simple lyric writing</p>



Y2	Content	'Carnival of the Animals' <i>Composing music inspired by the piece Carnival of the Animals by Saint-Saens</i>	Preparation for Winter Show	Jazz Introduction to Improvisation	'Orawa' by Wojciech Kilar	Introduction to Ukulele	Preparing for the summer singalong and continuing skills development
KS1 End Points (NC) Can use their voice expressively and creatively by singing songs and speaking chants and rhymes. Can play tuned and untuned instruments musically. Can listen with concentration and understanding to a range of high-quality live and recorded music Can experiment with, create, select and combine sounds using the inter-related dimensions of music.	Skills	Dance Composing soundscapes Performance skills eg starting and finishing a piece together Using instruments to compose a musical mood Listen and responding to recordings of Carnival of the Animals Singing songs with a range or expression and dynamics	Performance skills Singing in a large ensemble Learning lyrics Dance	Improvising in a group to compose a soundscape Improvising using a pentatonic scale Simple improvisation over a riff. Call and response using rhythms and simple melodies Improvising using voices	Playing in an ensemble. Finding the pulse. Children will explore playing with different dynamics (loudly and quietly) Children will explore playing different tempos (fast and slow) Children will learn to play in an ensemble Children will compose their own percussion piece. Children will compose their own rhythmic chants as a basis for composition Children will create their own piece of art inspired by the piece 'Orawa'	Playing ukulele chords. Singing and playing and instrument at the same time Children will begin to learn a range of simple songs on the ukulele Children will learn the C and F chords. Children will learn how to hold the ukulele. Children will learn how to read simple chord diagrams.	Performance skills eg following a conductor Singing in a large ensemble Learning lyrics Dance
	Repertoire	Sing up Carnival of the Animals	Winter songs	C Jam Blues	Sing Up	Ukulele Channel (Youtube)	'Sing Up' playlist
	Outcomes		Concert at Cecil Sharp House	Class assemblies	Website/assembly		Performance in playground
	Topic Links	Soundscapes of London		Climate Change Soundscapes	Animals and Habitats Soundscapes		



Y3 Wider ops recorder all year	<i>Content</i>	Three Little Birds	Preparation for Winter Show	Xylophone Stage 1	Cartoon Music	Recorder Stage 1	Pachelbel's Canon
<p>Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Can use and understand staff and other musical notations.</p> <p>Can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciates and understands a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Has developed an understanding of the history of music.</p>	<i>Skills</i>	<p>Playing in a small ensemble (teamwork).</p> <p>Playing ukulele and glockenspiel.</p> <p>Understanding the history and cultural importance of reggae</p> <p>Children will understand how to read chord symbols</p>	<p>Performance skills</p> <p>Singing in a large ensemble</p> <p>Learning lyrics</p> <p>Dance</p>	<p>Learning how to play the glockenspiel</p> <p>Learning how to read music</p> <p>Learning how to write music</p> <p>Learning how to play in an ensemble</p> <ul style="list-style-type: none"> - Listening to the pulse - Listening to other musicians in their ensemble - Following a conductor 	<p>Composing for themes characters.</p> <p>Composing for different mood</p> <p>Using music to tell a story</p> <p>Composing for a range of purposes using inter-related dimensions of music</p>	<p>Understanding pitch.</p> <p>Understanding simple notation</p> <p>Learning how to play the recorder</p> <p>Learning how to read music</p> <p>Learning how to write music</p> <p>Learning how to play in an ensemble</p>	<p>Learning a bass line</p> <p>Learning a melody</p> <p>Learning to play a melody and bass line together</p> <p>Understanding theme and variation</p> <p>Composing using the notes/chords from Pachelbel's Canon</p> <p>Understanding chord progressions</p> <p>Understanding the historic context of Pachelbel's</p>
	<i>Repertoire</i>	Three Little Birds	Winter songs	Hit The Right Note Youtube (Musical Minds)		Camden Music Recorder Book	Pachelbel's Canon Remixes of Pachelbel's Canon
	<i>Outcomes</i>	Performances recorded	Concert at Cecil Sharp House	Performances recorded	Recorded on Ipads Achievement assembly		Performances recorded. Achievement assembly
	<i>Topic Links</i>	Gregory Cool					



Y4	Content	Music and Poems	Preparation for Winter Show	Xylophone Stage 2	Lean On Me	Introduction to Folk Music	Global Pentatonics
<p>Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Can use and understand staff and other musical notations.</p> <p>Can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciates and understands a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Has developed an understanding of the history of music.</p>	<p>Skills</p>	<p>Learning to compose music using poems as a starting point</p> <p>Learning to compose rhythms using the rhythms of poem</p> <p>Learning to create graphic scores</p> <p>Composing in groups of 3 or 4</p>	<p>Performance skills</p> <p>Singing in a large ensemble</p> <p>Learning lyrics</p> <p>Dance</p>	<p>Reading more complex notation (Semi-quavers, rests)</p> <p>Learning how to play the glockenspiel</p> <p>Learning how to read music</p> <p>Learning how to write music</p> <p>Learning how to play in an ensemble</p> <p>Learning how to play two parts at the same time.</p> <p>Composing glockenspiel pieces.</p>	<p>Playing in time with each other in an ensemble.</p> <p>Learning to play the song on keyboard, ukulele and other classroom instruments</p> <p>Reading the notation from Lean on Me</p> <p>Understanding the historical context of Lean on Me</p>	<p>Sing with expression and a sense of the style of the song.</p> <p>Play a part on an instrument as part of a whole-class performance.</p> <p>Identify similarities and differences between folk and folk-rock styles.</p> <p>Sing one of the parts in a partner song ,rhythmically and from memory.</p>	<p>Improvising using a pentatonic scale.</p> <p>Create accompaniment patterns to a pentatonic song.</p> <p>Use graphic and staff notation to represent musical ideas.</p> <p>Compare and understand that the pentatonic scale features in lots of musical traditions and cultures.</p>
	<p>Repertoire</p>	<p>Sing Up- Sakura Bashu</p>	<p>Winter songs</p>	<p>Hit the Right Note by Steve Grocott</p>	<p>Lean On Me Bill Withers</p>	<p>I will wait by Mumford and Sons The times they are a-changin performed</p>	<p>Siren Canoe song Cowboy song</p>
	<p>Outcomes</p>	<p>Graphic Scores on display</p>	<p>Concert at Cecil Sharp House</p>	<p>Performances recorded</p>	<p>Performances recorded</p>	<p>Performances recorded</p>	<p>Performances recorded</p>
	<p>Topic Links</p>	<p>Haikus Music to animation</p>		<p>Romans/battle music</p>	<p>Garage Band</p>		<p>Habitats/ birdsong</p>



Y5	<i>Content</i>	Playing in a band	Preparation for Winter Show	Journey Through Space Composing for different occasions.	Lyric Writing Children will be using the Michael Rosen Poem 'One Day' and Firework to create a song of their own.	Stop! Anti-Bullying Rap	Djembe Drumming
<p>Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Can use and understand staff and other musical notations.</p> <p>Can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciates and understands a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Has developed an understanding of the history of music.</p>	<i>Skills</i>	<p>Playing in a small ensemble</p> <p>Playing ukulele, keyboard and glockenspiel.</p> <p>Composing songs</p> <p>Learning how to sing in an ensemble</p> <p>Learning how a song is structured</p> <p>Children will learn how to play a pop song using the chords C G Amin and F (Different songs chosen each year so there is no repetition)</p>	<p>Performance skills</p> <p>Singing in a large ensemble</p> <p>Learning lyrics</p> <p>Dance</p>	<p>Composing from pictures and videos (Eg a rocket taking off)</p> <p>Notating compositions</p> <p>Ensemble playing to compose soundscapes</p> <p>Improvising using classroom percussion</p> <p>Exploring tempo, dynamics, timbre, melody, structure</p>	<p>Learning the difference between verses and choruses</p> <p>Using sentence stems to write lyrics</p> <p>Understanding major and minor chords</p> <p>How to play major and minor chords</p> <p>Playing in small bands</p>	<p>Learning to rap against a steady pulse</p> <p>Composing riffs using pentatonic scale</p> <p>Composing their own anti-bullying rap</p> <p>Composing a simple backing track for their rap on GarageBand</p>	<p>Understanding pulse.</p> <p>Drumming techniques (Bass, slap and tone)</p> <p>Learning more complex rhythms on the drums</p> <p>Learning to play in an ensemble using polyrhythms</p> <p>Understanding more complex rhythmic notation (triplets and semi-quavers)</p> <p>Composing for African Drums</p> <p>History of djembe drumming</p>
	<i>Repertoire</i>	4 Chord Songs	Winter songs		'One Day' 'Firework'	Stop	Kye-Kye Kule
	<i>Outcomes</i>	Performances recorded	Concert at Cecil Sharp House	Performances recorded Notated compositions on display	Performances recorded Assembly	Performances recorded Assembly	Performances recorded

Music Progression Map 2022/23



	<i>Topic Links</i>			Highway Man Soundscapes			
Y6	<i>Content</i>	Playing in a band	Preparation for Winter Show	BandLab Music Technology	Song Writing Children will create a performance of their own pop song using 'Stereo Heart' as a starting point	Rap and Hip Hop	Year Six Show/Graduation Prep
<p>Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Can use and understand staff and other musical notations.</p> <p>Can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciates and understands a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Has developed an understanding of the history of music.</p>	<i>Skills</i>	<p>Playing in a small ensemble</p> <p>Playing ukulele, keyboard and glockenspiel.</p> <p>Composing songs</p> <p>Learning how to sing in an ensemble</p> <p>Children will be creating a medley of 4 chord songs</p> <p>Children will learn how to play a pop song using the chords C G Amin and F (Different songs chosen each year so there is no repetition)</p>	<p>Performance skills</p> <p>Singing in a large ensemble</p> <p>Learning lyrics</p> <p>Dance</p>	<p>Music technology using Bandlab</p> <p>Composing with loops</p> <p>Composing in 4 and 8 bar phrases</p> <p>Understanding how to use MIDI instruments</p> <p>Learning to count beats</p> <p>BandLab allows children to explore a range of genres and compose in these styles</p>	<p>Listening and transcribing</p> <p>Ensemble skills</p> <p>Performance skills</p> <p>Instrumental skills</p> <p>Writing a verse and chorus</p> <p>Learning new major and minor chords (D major and E Minor)</p>	<p>Children will be learning Rap and Hip Hop Songs with a positive message.</p> <p>They will create their own version of these songs</p> <p>They will learn the riffs of these songs</p> <p>They will learn simple drum notation</p> <p>They will compose riffs using pentatonic scales</p> <p>They will use bandlab to compose their own song</p>	<p>Singing Skills</p> <p>Drama Skills</p>
	<i>Repertoire</i>	4 Chord Songs	Winter songs			Fresh Prince of Belair Cool and the Gang	
	<i>Outcomes</i>	Performances recorded	Concert at Cecil Sharp House	Performances recorded On Website	Performances recorded Assembly		Performance at Haverstock School
	<i>Topic Links</i>	Rivers and Water			Creative writing		

Music Progression Map 2022/23



The music curriculum at Primrose Hill Primary School is skills focused, aiming to develop a strong foundation in singing, composing, performing instrumental skills, music technology, music theory, and will expose children from an early age to a breadth of musical influences as well as a traditional repertoire. Music is central to our curriculum and our ethos – we recognize that music and the expressive arts (including dance) can support children's emotional and academic development, and that music is integral to our sense of community and togetherness.

Skills are carefully sequenced through each year group so that children have the opportunity to apply these skills in greater depth, for example each KS2 class starts the academic year playing music in small ensembles. The music curriculum in Key Stage 1 explores skills through singing games, dance and playing a range of musical instruments. Music is a language, and therefore each child's musicality is rooted in singing first, with instrumental work building upon this foundation. By the end of Year 2 children will have begun to read music and play the ukulele and recorder. The music curriculum in Key Stage 2 goes into much greater depth and children analyse, evaluate, and create music, making their own and collaborative compositions. Children will make use of technology, regularly using our recording studio or iPads in KS2.

Music is also central to our SMSC and collective worship. Our access to music is inclusive, and is reinforced by 1:1 sessions, targeted clubs, music therapy, and links with expressive art courses such as Sylvia Young. We have a specialist music teacher, who teaches each class for 1hr+ each week, able to adapt his teaching repertoire where appropriate to fit with the class topic and to reinforce knowledge and vocabulary. We also have close links with the Royal Academy of Music and Cecil Sharp House. Our Music teacher leads weekly 'Singing Assemblies' which rehearse a range of traditional and contemporary songs from around the world, culminating in whole school performances for families that are central to our community cohesion and pride. Look out for summer and winter shows on the school website and twitter account

End of Key Stage One Expectations

- All children have found their 'singing voice'- Performances, singing assemblies, singing circles, vocal warmups and techniques
- All children have experienced composing. Soundscapes, graphic scores, understanding scales
- All children have played a range of classroom instruments.
- All children have begun to read simple notation
- All children have listened to a range of music and have an understanding of their own cultural capital.
- All children will have used music technology to compose

End of Lower Key Stage Two Expectations (Year 4)

- Children have been exposed to a large of songs which explore the school communities cultural capital
- Children will have had many opportunities to sing in school shows, music lessons and singing assemblies
- Children will be familiar singing in union and with more than one part (e.g. rounds)
- Children will have listened to a range of styles from around the world (See national curriculum for guidance)
- All children will have begun to learn a musical instrument through the wider ops programme (recorder or ukulele)
- All children will be able to follow simple rhythmic patterns against a pulse.
- All children will understand reading pitch notation between C and G. Most will know a full octave
- All children will have explore a variety of composition activities (see Year 4 Iron Man SoW)

End of Upper Key Stage Two Expectations (Year 6)

- Children will have sung a broad range of songs which involve more complex syncopation and harmony
- Continue to sing three and four part rounds (Butterfly in Sing Up)
- Children will have had many opportunities to sing in school shows, music lessons and singing assemblies
- Year Six Show is a wonderful opportunity to celebrate children's performance skills
- Children continue to listen to a range of styles from around the world.
- Children will have had lots of opportunities to improvise over difference scales, drones and grooves
- Children will have composed using chord progressions to create a pop song
- Children will be confident performing in small ensembles and composing songs with clear structures.
- Children will be confident in composing using music technology