

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 year olds	Themes	Me and my family	Animals	Farm Animals	Journeys	Life Cycles	Water
		Woodland creatures	My Senses	Dinosaurs	Colours	lourneys	
	Skills	Number Songs	Tapping the beat Tapping the rhythm	Exploring tempo	Action songs	Action songs Number Songs	Composing soundscapes
	Repertoire	5 little speckled frogs 5 little ducks 5 little men 5 in the bed Went the little green frog Sleeping bunnies Ring o roses	Down in the jungle Went to the animal fair Wiggly woo Incy Wincy Spider Down in the jungle. Shake our sillies out Head shoulders knees and toes	Old macdonald Baa baa black sheep Where is the dinosaur 2 dicky birds Dinosaur song Wind the bobbin up (fast and slow)	Down at the station The wheels on the bus She'll be coming round the mountain The bear went over the mountain Bear likes honey Teddy bear, teddy bear Puffa train Ten in the bed Big red bus	Five fat peas Ring a ring a roses I had a golden nut tree We dig our garden One potato two potato three potato more Peel, peel, peel banana There was a farmer who had a dog	5 Little ducks went swimming one day Row row row your boat The waves in the sea Head, Shoulders, Knees and Toes The farmer in the den.
	Outcomes	Recordings on Tapestry	Recordings on Tapestry	Recordings on Tapestry	Recordings on Tapestry	Recordings on Tapestry	Recordings on Tapestry
Nursery	Content See 'SingUp' SoW	Let's be friends!	Travel and movement	This is me!	Animal tea party	I've got feelings	Let's jam
	Skills	Solo singing Ensemble singing Turn taking	Movement songs Chanting rhythms Playing rhythms	Building confidence Solo singing Learning the names of instruments	Drumming Solo singing Ensemble singing Musical vocab	Exploring how music can make us feel How do we express feeling through sound and music	Ensemble playing Improvisation Exploring texture Playing with a pulse Listening to other musicians
	Repertoire	Hello, let's go! Let's be friends Pass the secret round The high 5 chant	How did you get to school today? This my walking song Get on the train	I say hello like this The family song Yes I can! We're all amazing This is me, I am 3	I see animals! Animal circle time Bake, bake, bake Animal tea party Bang my drum	How are you? Happy happy happy I've got feelings	Tap your name Let's Jam! Shake and stop Who's in the band?
	Outcomes	Recordings on Tapestry	Recordings on Tapestry	Recordings on Tapestry	Recordings on Tapestry	Recordings on Tapestry	Recordings on Tapestry



Reception	Content	l've Got a Grumpy Face (3 lessons) The Sorcerer's Apprentice (3 Lessons)	'Witch Witch' (3 Lessons)' Nativity (4 Lessons)	Birdspotting: Cuckoo polka (3 lessons) Shake my sillies out (3 Lessons)	Up and down (3 Lessons) Five fine bumble bees (3 Lessons)	Down there under the sea (3 Lessons) It's O So quiet (3 Lessons)	Preparing for the summer singalong and continuing skills development
	Skills	Explore making sound with voices and percussion instruments to create different feelings and moods. Make up new words and actions about different emotions and feelings. Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions. Explore storytelling elements in the music and create a class story inspired by the piece.	Make up a simple accompaniment using percussion instruments Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call and-response song. Learning songs and Lyrics	Develop a sense of beat by performing actions to music. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi). Enjoy moving freely and expressively to music. Play along with percussion instruments. Create a sound story using instruments to represent different animal sounds/movements.	Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch Improvise a vocal/physical soundscape about minibeasts. 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.	Develop a song by composing new words and adding movements and props. Sing a song using a call-and-response structure. Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments. Listen to a range of sea-related pieces Musical story telling Using instruments with a sense of control	Performance skills
	Repertoire	Musical circle games I've got a grumpy face Happy Alice the Camel	Musical circle games Witch Witch Firework Song Row, row your boat Transport Song	Musical circle games Shake my sillies out The transport song The blue Danube (Strauss) The lark ascending (Vaughan Williams)	Musical circle games. Up and down Hickory, dickory, doc Rain is falling down	Musical circle games. Down there under the sea Bang my drum It's O So Quiet (Bjork)	'Sing Up' playlist
	Outcomes	Performances recorded	Performances recorded	Performances recorded	Performances recorded	Performances recorded	Concert in Playground



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



Y2	Content	'Carnival of the Animals' Composing music inspired by the piece Carnival of the Animals by Saint-Saens	Preparation for Winter Show	Jazz Introduction to Improvisation	<i>'Orawa'</i> by Wojciech Kilar	Introduction to Ukulele	Preparing for the summer singalong and continuing skills development
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	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	by the piece 'Orawa' Sing Up	Ukulele Channel (Youtube)	'Sing Up' playlist
	Outcomes	Carrival of the Ariffials	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	Content	Three Little Birds	Preparation for Winter Show	Xylophone Stage 1	Cartoon Music	Recorder Stage 1	Pachebel's Canon
Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression. Can use and understand staff and other musical notations. Can improvise and compose music for a range of purposes using the inter-related dimensions of music. Can listen with attention to detail and recall sounds with increasing aural memory Appreciates and understands a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Has developed an understanding of the history of music.	Skills	Playing in a small ensemble (teamwork). Playing ukulele and glockenspiel. Understanding the history and cultural importance of reggae Children will understand how to read chord symbols	Performance skills Singing in a large ensemble Learning lyrics Dance	Learning how to play the glockenspiel Learning how to read music Learning how to write music Learning how to play in an ensemble - Listening to the pulse - Listening to other musicians in their ensemble - Following a conductor	Composing for themes characters. Composing for different mood Using music to tell a story Composing for a range of purposes using inter-related dimensions of music	Understanding pitch. Understanding simple notation Learning how to play the recorder Learning how to read music Learning how to write music Learning how to play in an ensemble	Learning a bass line Learning a melody Learning to play a melody and bass line together Understanding theme and variation Composing using the notes/chords from Pachebel's Canon Understanding chord progressions Understanding the historic context of Pachebel's
	Repertoire	Three Little Birds	Winter songs	Hit The Right Note Youtube (Musical Minds)		Camden Music Recorder Book	Pachebel's Canon Remixes of Pachebel's Canon
	Outcomes	Performances recorded	Concert at Cecil Sharp House	Performances recorded	Recorded on Ipads Achievement assembly		Performances recorded. Achievement assembly
	Topic Links	Gregory Cool					



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



Y5	Content	Playing in a band	Preparation for Winter Show	Journey Through Space Composing for different occasions.	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
Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression. Can use and understand staff and other musical notations. Can improvise and compose music for a range of purposes using the inter-related dimensions of music. Can listen with attention to detail and recall sounds with increasing aural memory Appreciates and understands a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Has developed an understanding of the history of music.	Skills	Playing in a small ensemble Playing ukulele, keyboard and glockenspiel. Composing songs Learning how to sing in an ensemble Learning how a song is structured 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)	Performance skills Singing in a large ensemble Learning lyrics Dance	Composing from pictures and videos (Eg a rocket taking off) Notating compositions Ensemble playing to compose soundscapes Improvising using classroom percussion Exploring tempo, dynamics, timbre, melody, structure	Learning the difference between verses and choruses Using sentence stems to write lyrics Understanding major and minor chords How to play major and minor chords Playing in small bands	Learning to rap against a steady pulse Composing riffs using pentatonic scale Composing their own anti-bullying rap Composing a simple backing track for their rap on GarageBand	Understanding pulse. Drumming techniques (Bass, slap and tone) Learning more complex rhythms on the drums Learning to play in an ensemble using polyrhythms Understanding more complex rhythmic notation (triplets and semi-quavers) Composing for African Drums History of djembe drumming
	Repertoire	4 Chord Songs	Winter songs		'One Day' 'Firework'	Stop	Kye-Kye Kule
	Outcomes	Performances recorded	Concert at Cecil Sharp House	Performances recorded Notated compositions on display	Performances recorded Assembly	Performances recorded Assembly	Performances recorded



	Topic Links			Highway Man Soundscapes			
Y6	Content	Playing in a band	Preparation for	BandLab	Song Writing	Rap and Hip Hop	Year Six
			Winter Show	Music Technology	Children will create a performance of their own pop song using 'Stereo Heart' as a starting point		Show/Graduation Prep
Can play and perform in solo and ensemble contexts, using voice and playing musical	Skills	Playing in a small ensemble	Performance skills	Music technology using Bandlab	Listening and transcribing	Children will be learning Rap and Hip Hop Songs with a positive	Singing Skills Drama Skills
instruments with increasing accuracy, fluency, control and expression.		Playing ukulele, keyboard and	Singing in a large ensemble	Composing with loops	Ensemble skills	message. They will create their own version	Drama Skills
Can use and understand staff		glockenspiel.	Learning lyrics	Composing in 4 and 8 bar phrases	Performance skills	of these songs	
and other musical notations. Can improvise and compose music for a range of purposes		Composing songs Learning how to sing in	Dance	Understanding how to use MIDI instruments	Instrumental skills Writing a verse and	They will learn the riffs of these songs	
using the inter-related dimensions of music.		an ensemble Children will be		Learning to count beats	chorus Learning new major and	They will learn simple drum notation	
Can listen with attention to detail and recall sounds with increasing aural memory		creating a medley of 4 chord songs		BandLab allows children to explore a range of genres and compose in these styles	minor chords (D major and E Minor)	They will compose riffs using pentatonic scales	
Appreciates and understands a wide range of high quality live and recorded music drawn from different traditions and from great		Children will learn how to play a pop song using the chords C G Amin and F (Different songs		, ,		They will use bandlab to compose their own song	
composers and musicians. Has developed an understanding of the history of music.		chosen each year so there is no repetition)					
	Repertoire	4 Chord Songs	Winter songs			Fresh Prince of Belair Cool and the Gang	
	Outcomes	Performances recorded	Concert at Cecil Sharp House	Performances recorded On Website	Performances recorded Assembly		Performance at Haverstock School
	Topic Links	Rivers and Water		1	Creative writing		



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