

Park House Primary Music Progression Map

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
R / Year 1 (1st Year)	<p>Topic title – Feel the Pulse/Nativity performance</p> <p>Key Knowledge / NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Key Skills:</p> <p>Listen / respond Feel the beat Explore untuned instruments Singing - nursery rhymes and action songs Share and perform</p> <p>Key Vocabulary:</p> <p>Pulse Beat Tempo (fast and slow)</p>	<p>Topic title – Sounds Interesting</p> <p>Key Knowledge / NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Key Skills:</p> <p>Listen / respond to environmental sounds Explore and create environmental sounds (vocally) Singing – simple call and response Share and perform</p> <p>Key Vocabulary:</p> <p>Dynamics (loud and quiet) Pitch (high and low) Timbre (describing sounds and silence)</p>	<p>Topic title – Feel the Pulse and Taking Off</p> <p>Key Knowledge / NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing Share and perform</p> <p>Key Vocabulary:</p> <p>Rhythm Dynamics (loud and quiet) Pitch</p>

<u>Songs Covered</u>	<u>Songs Covered</u>	<u>Songs Covered</u>
<p>I've Got a Tambour <i>(Y1 to demonstrate and take lead with instruments)</i></p> <p>Let Everyone Clap Hands With Me</p> <p>Hello, Hello</p> <p>Say Hello – <i>song split with Y1 taking the lead</i></p> <p>If You're Happy and You Know It</p> <p>Dingle Dangle Scarecrow</p> <p>Twinkle, Twinkle Little Star <i>(Y1 to select and perform with metal – “twinkling” instruments)</i></p> <p>Diddle, diddle dumpling <i>(Rec to add beat, Y1 rhythm)</i></p> <p>Grand Old Duke of York <i>(Rec have instruments for beat, Y1 play rhythmic comments)</i></p> <p>Head, shoulders, knees and toes</p> <p>Songs from Christmas Production <i>(Y1 add instrumental accompaniments and given small group singing opportunities)</i></p>	<p>Listen to the East</p> <p>Old Macdonald had a farm <i>(Y1 to add handbells – A,G,F)</i></p> <p>The Wheels on the Bus</p> <p>What can you hear? <i>(Y1 to add rhythm instrumental accompaniment)</i></p> <p>Ten Fat Sausages</p> <p>Royal Fireworks - Handel</p>	<p>Okki Tokki Unga, <i>(Y1 to add beat – ritardando)</i></p> <p>My name is Pinocchio <i>(Rec add beat, Y1 rhythm)</i></p> <p>Little Bo Peep</p> <p>Jack and Jill</p> <p>Jack-in-the-box <i>(Y1 explore glockenspiel pitch)</i></p> <p>Little Mousie Brown <i>(Rec to show pitch with body actions, Y1 to explore glockenspiel pitch)</i></p> <p>Jack and the Beanstalk <i>(Y1 to explore glockenspiel pitch)</i></p> <p>*Wind the Bobbin up</p>

<p>R / Year 1</p> <p>(2nd Year)</p>	<p>Topic title: Loud and Quiet / Nativity Performance</p> <p>Key Knowledge / NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing Share and perform</p> <p>Key Vocabulary:</p> <p>Dynamics (loud and quiet)</p>	<p>Topic title: Loud and Quiet / Feel the Pulse</p> <p>Key Knowledge / NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing Composing – graphic notation for a storm Share and perform</p> <p>Key Vocabulary:</p> <p>Dynamics (loud and quiet) Pitch (high and low) Timbre (sound and silence)</p>	<p>Topic title: Feel the Pulse / Taking Off</p> <p>Key Knowledge / NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing Share and perform</p> <p>Key Vocabulary:</p> <p>Pitch (high, low, step, jump, up, down) Beat Tempo (fast, slow, faster. Slower. Steady)</p>
--	---	---	---

	<p style="text-align: center;"><u>Songs Covered</u></p> <p style="text-align: center;">Head, shoulders, knees and toes Tiny Caterpillar Caterpillar Wriggle Down in the Jungle <i>(Y1 to explore animal sounds on instruments)</i> Twinkle Twinkle Little Star <i>(Y1 to select and perform with metal – “twinkling” instruments)</i> Songs from Christmas Production <i>(Y1 add instrumental accompaniments and given small group singing opportunities)</i></p>	<p style="text-align: center;"><u>Songs Covered</u></p> <p style="text-align: center;">I Hear the Band I hear Thunder Kye Kye Kule <i>(Rec to perform beat, Y1 to perform rhythm)</i> This old man <i>(Rec to perform beat, Y1 to perform rhythm)</i></p>	<p style="text-align: center;"><u>Songs Covered</u></p> <p style="text-align: center;">The clock goes tick-tock Ticking clocks <i>(Y1 to explore and demonstrate clock sounds)</i> Miss Mary Mac Little Bo Peep Five little Froggies Is Jack climbing up the beanstalk? <i>(Y1 to explore glockenspiel pitch)</i> In the park <i>(Y1 to explore glockenspiel pitch)</i> I Can Sing a Rainbow Jack and Jill London Bridge is falling down Yellow Bird</p>
<p style="text-align: center;"><u>High-Quality Music used as warm ups / listening and responding throughout the 2-year cycle</u></p> <p style="text-align: center;">Eg. Radetzky March, William Tell Overture, American Patrol, Little Brown Jug (Big Band Version) Greeting Songs. Actions Songs Sing a range of well-known nursery rhymes and songs.</p> <p style="text-align: center;">ELG: Being imaginative and expressive - Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time to music. This is embedded in every lesson</p>			

<p>Year 2</p>	<p>Topic title: The Long and Short / Nativity Performance</p> <p>Key Knowledge / NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing Share and perform</p> <p>Key Vocabulary:</p> <p>Beat/Rhythm Short sounds/long sounds Notation</p> <p>Songs Covered</p> <p>Jackass Tinga Layo Some Sounds are short Songs from Christmas Production</p>	<p>Topic title: Feel the Pulse</p> <p>Key Knowledge / NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing/Chanting Share and perform</p> <p>Key Vocabulary:</p> <p>Tempo (fast/medium/slow) Layering Pattern Rhythm/Beat</p> <p>Songs Covered</p> <p>Grandpa’s strolling down the avenue Someone’s in the kitchen with Dinah Plate of Potatoes How many people here for dinner</p>	<p>Topic title: Exploring Pitch</p> <p>Key Knowledge / NC Objectives:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing/Chanting Share and perform</p> <p>Key Vocabulary:</p> <p>Pitch (high, low, medium, step, jump, slide, up, down) Drone Xylophone/glockenspiel</p> <p>Songs Covered</p> <p>Kite flying high Looby Loo Lines Jazzyquacks Fossil Feet Prehistoric Animal Brigade</p>
----------------------	---	---	---

High-Quality Music used as warm ups / listening and responding throughout.

Eg Sousa Marches, Linked listening – pieces with clear beat

<p>Year 3</p>	<p>Topic title: Animal Magic / Christmas Performance</p> <p>Key Knowledge / NC Objectives:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing Share and perform</p> <p>Key Vocabulary:</p> <p>Timbre Descriptive sounds (angry, gentle, light, heavy, floating, busy) Legato/staccato/crescendo/diminuendo Phrasing</p>	<p>Topic title: Play it Again / Easter Performance</p> <p>Key Knowledge / NC Objectives:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing/Chanting Share and perform</p> <p>Key Vocabulary:</p> <p>Legato/staccato/crescendo/diminuendo Rap Beat Accompaniment Layering Syllable</p>	<p>Topic title: Class Orchestra / Exploring Pitch</p> <p>Key Knowledge / NC Objectives:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing/Prst-singing Share and perform</p> <p>Key Vocabulary:</p> <p>Part-singing Two-part singing Accompaniment Arrangement Pentatonic Improvise</p>
----------------------	--	--	--

Songs Covered

Tortoise Song
Daddy's taking us to the zoo tomorrow
Down in the Jungle (instrumental representation of
animals)
Carol Service Repertoire

Songs Covered

Mr. Noah's Rap
Space Shuttle Rap
Easter Concert Repertoire

Songs Covered

How doth the little crocodile
Hill and Gully Rider
Old Macdonald had a glock
What you got?

<p>Year 4</p>	<p>Topic title: Exploring Arrangements- handbell project /Christmas Performance</p> <p>Key Knowledge / NC Objectives:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing Share and perform Reading notation</p>	<p>Topic title: Exploring Rounds / Easter Performance</p> <p>Key Knowledge / NC Objectives:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing/Part singing Share and perform</p>	<p>Topic title: Play it Again / Painting with Sound</p> <p>Key Knowledge / NC Objectives:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Key Skills:</p> <p>Listen / respond Explore and create Singing/chanting Share and perform Reading Notation Composition Paired/small group ensemble work Peer Evaluation</p>
----------------------	---	---	--

	<p>Key Vocabulary: Arrangement Ostinato Drone Balance Accompaniment Pitch Phrasing</p> <p>Songs Covered In the Autumn Sunshine comes today + handbells Frere Jacques Carol Service Repertoire (+handbells)</p>	<p>Key Vocabulary: Ostinato – rhythmic/melodic Round (3-part) Accompaniment Phrasing</p> <p>Songs Covered Anytime you need a Calypso By the waters of Babylon Route 66 Easter Concert Repertoire</p>	<p>Key Vocabulary: Beats in a bar Graphic Notation Rap Syllable Programme/descriptive Music duration Texture timbre</p> <p>Songs covered 7 Square (rhythmic piece) Hip Hoppy Kid A Day Off Around the World (Composition)</p>
Year 5	<p>Topic title: Roundabout, Exploring Rounds. Group arrangement, ensemble performance</p> <p>Key Knowledge / NC Objectives</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Topic title: Space Music (Curriculum link), Exploring Sounds, multilayering ostinato</p> <p>Key Knowledge / NC Objectives</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Topic title: End of Year Major Production/Clay Cross Music Festival rehearsals</p> <p>Key Knowledge / NC Objectives</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>

Use and understand staff and other musical notations.

Key Skills:

Listen / respond
Explore and create
Singing/chanting
Share and perform
Small Group Ensemble work
Peer Evaluation

Key Vocabulary:

Hi hat, bass drum, snare drum
unison
harmony
balance
accompaniment
Improvisation
Phrasing

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

Key Skills:

Listen / respond
Explore and create
Singing/multi-part singing/Chanting
Share and perform

Key Vocabulary:

Descriptive Music:-
Timbre/Texture
Mood
Forte, piano
Arrangement
Layering
Phrasing

Key Skills:

Listen / respond
Singing
Share and perform
Performance Skills

Key Vocabulary:

Pitch
Dynamic
Legato, Staccato,
Crescendo, diminuendo
Accelerando, ritardando
Phrasing

	<p>Songs Human Drum Kit Shalom Carol Service Repertoire</p>	<p>Songs One Step on the Moon Gravity Round of Drinks Mrs. White Fairground Ride – link with Curriculum work</p>	<p>Songs Show Repertoire Music Festival Repertoire</p>
--	--	---	---

WCET Ukekele – all year Mu 2.1 Mu 2.2 Mu 2.3 Mu 2.4 Mu 2.5

<p>Year 6</p>	<p>Topic title: Sea Shanties – Performance. Group arrangement project/Christmas Carol Service</p> <p>Key Knowledge / NC Objectives</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Key Skills: Listen / respond Explore and create Singing/Chanting Share and perform Peer Evaluation Reading Notation</p>	<p>Topic title: Clocktime - Performing, Composing Project/Graphic Scores – Reading, Composing Project</p> <p>Key Knowledge / NC Objectives</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Key Skills: Listen / respond Explore and create Singing Share and perform Peer Evaluation</p>	<p>Topic title: End of Year Major Musical Production</p> <p>Key Knowledge / NC Objectives</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Key Skills: Listen / respond Singing Share and perform Performance Skills Soloist opportunities with large audience</p>
----------------------	---	--	---

	<p>Key Vocabulary: Sea Shanty Partner Song Arrangement Balance Pitch Dynamic Legato, Staccato, Crescendo, diminuendo Accelerando, ritardando Forte. Piano Crotchet, quaver, minim, semibreve, semiquaver Phrasing</p> <p>Songs What shall we do with a drunken Sailor Roll the Old Chariot Along Oh Sinner Man Carol Service Repertoire</p>	<p>Key Vocabulary: Descriptive Music Descriptive Music Composition Timbre/Texture Mood Forte, piano Arrangement Layering Balance Pitch Dynamic Legato, Staccato, Crescendo, diminuendo Accelerando, ritardando Forte. Piano Crotchet, quaver, minim, semibreve, semiquaver Rests</p> <p>Songs Big Clocks Graphic Score – beat pattern – rhythmic piece</p>	<p>Key Vocabulary: Pitch Dynamic Legato, Staccato, Crescendo, diminuendo Accelerando, ritardando Phrasing</p> <p>Songs Show Repertoire Music Festival Repertoire</p>
--	---	---	--

NB. In addition to the songs listed, many warm-ups - songs/rhythmic games/rounds/action songs/part-singing used throughout KS2.