

Introducing the Sparkyard Music Curriculum...

Singing and music are an essential part of any primary curriculum, and it is within the capability of *every* teacher in *every* school to deliver great music lessons.

The Sparkyard Music Curriculum provides teachers with a clear sequence of musical activities to use in the primary classroom. With fabulous Out of the Ark songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage.

Each term is organized into progressive steps and within each step you will find a selection of fun, inspiring lessons to choose from. You don't have to complete every lesson in every step: simply choose the ones that suit you. Our helpful curriculum overviews will provide you with a summary of the key learning in each term, allowing you to start planning a sequence of exciting lessons for your class straight away. Our music curriculum covers the statutory National Curriculum for England and satisfies a wealth of suggestions made in the Model Music Curriculum.

We've worked hard to create a curriculum that offers flexibility and choice. You know your classes better than we do, so whether you choose to follow the curriculum step by step, or use your own knowledge to adapt lessons, remember that the overriding goal should be to foster a lasting love of music and enjoyment in singing.

Sparkyard lesson plans include:

- Simple, easy-to-follow steps
- Fabulous songs
- Assessment suggestions
- Listening examples from a diverse range of genres, styles and musical periods
- Demonstration videos and audio clips
- Glossary and list of key vocabulary
- Coverage of the inter-related dimensions of music and National Curriculum requirements
- Printable resources for download



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Year 1

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Sing & Play Skills

Listening Skills and Genre/History/Musicians Knowledge

Compose and Improvise Skills

Notate Skills

YEAR 1, TERM 1 - CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
1. Exploring pulse through songs and movement	What Is Pulse? Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To respond to music in creative ways ★ To maintain a steady pulse 	Sing Listen Compose	Pulse Rhythm Tempo Dynamics			<i>Radetsky March</i> by Strauss I <i>'Colonel Hathi's March'</i> by Robert and Richard Sherman from <i>The Jungle Book</i>	Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow One, Two, Three Little Acorns Wake Up!
	Copy Me Ideal for a single session	<ul style="list-style-type: none"> ★ To respond to music in creative ways ★ To maintain a steady pulse ★ To follow simple musical instructions 	Sing Listen Notation Compose	Pulse Rhythm				
	Music And Movement Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain a steady pulse through movement ★ To identify the pulse in two contrasting pieces of music ★ To discuss how music makes us move in different ways 	Listen	Pulse Rhythm Tempo Dynamics			<i>'Mattachins'</i> from <i>Capriol Suite</i> by Warlock <i>Rondo Alla Turca</i> by Mozart	
2. Controlling pulse using voices and instruments	Move Together Ideal for a single session	<ul style="list-style-type: none"> ★ To perform movements to a steady pulse ★ To recognize and respond to changes in tempo 	Sing Listen	Pulse Rhythm Tempo			<i>Walking On The Beat</i> by Bobby McFerrin	Counting Get Going Hello, Hello, Good Morning Look What I Can Do! Marching In The Snow March To The Beat Turning The Skipping Rope We're Strong Ants
	Pass It On! Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain a steady pulse through movement ★ To work together and develop ensemble skills 	Listen	Pulse Rhythm Tempo				Building Bricks Hello, Hello, Good Morning Look What I Can Do! March To The Beat Marching In The Snow Our Big Band Turning The Skipping Rope We're Strong Ants
	Play To The Pulse Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play a steady pulse using percussion instruments ★ To create a musical accompaniment ★ To interpret a simple graphic score 	Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure			<i>'La Réjouissance'</i> from <i>Music For The Royal Fireworks</i> by Handel	Building Bricks/Our Big Band Get Going Hello, Hello, Good Morning Look What I Can Do! Marching in The Snow March To The Beat We're Strong Ants

YEAR 1, TERM 1 - CONTENT COVERAGE (cont.)

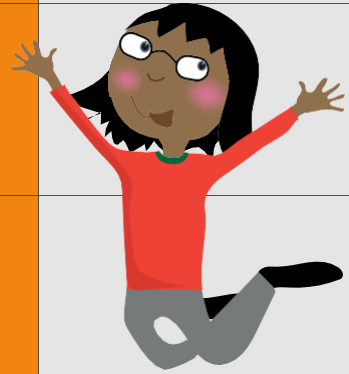
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Our Big Band! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play a steady pulse using untuned percussion instruments ★ To explore and discuss the properties of instruments and their sounds (timbre) 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Timbre		<i>In The Mood</i> by Glenn Miller <i>Hungarian Dance No. 5</i> by Brahms	Our Big Band
3. Exploring the difference between pulse and rhythm	Playing Like Clockwork Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play a steady pulse using percussion instruments ★ To begin to recognize the difference between pulse and rhythm 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Timbre		"Clock' Symphony, second movement by Haydn	Big Ben Big Round Clock Sixty Seconds
	March To The Beat Ideal for a single session	<ul style="list-style-type: none"> ★ To explore pulse and rhythm through movement 	Sing Listen Play	Pulse Rhythm		Kathak Dance	March To The Beat
	Body Rhythm Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify the rhythm of words and explore the rhythm through movement 	Sing Listen Play Improvise	Rhythm Structure		'In The Hall of the Mountain King' from <i>Peer Gynt</i> by Grieg	Singing Syllables
4. Copying and creating rhythmic patterns.	Clockwork Rhythms Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform a steady pulse using percussion instruments ★ To copy simple rhythmic patterns 	Sing Listen Play Genre/History/ Musicians	Rhythm Timbre Structure		The Evolution of Call and Response	Big Ben
	Copy My Pattern Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To copy rhythmic action patterns ★ To practise starting and stopping together 	Sing Listen Improvise Genre/History/ Musicians	Rhythm Structure		Gumboot Dancing	Christmas Conga Hey, You in the Middle
	Long Or Short? Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To create musical patterns using longer and shorter sounds ★ To represent sounds using simple graphic notation 	Sing Listen Play Compose Notation	Rhythm Timbre			We're Detectives




YEAR 1, TERM 2 - CONTENT COVERAGE


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring how sounds can be changed	Fast Or Slow? Ideal for a single session	★ To recognize changes in tempo	Sing Listen Play	Tempo		<i>Flight of the Bumblebee</i> by Rimsky-Korsakov <i>'The Swan'</i> from <i>Carnival of the Animals</i> by Saint-Saëns	Clap Hands! Stamp Feet! Counting That's The Way We're Put Together
	Sound Collectors Ideal for 1-2 sessions	★ To investigate how sounds can be changed ★ To recognize and describe musical changes	Sing Play Improvise Genre/History/ Musicians	Articulation Dynamics Tempo Timbre Pitch		<i>Étude Aux Chemins De Fer</i> by Schaeffer	Sound Collectors We're Detectives
	Ways To Play Ideal for a single session	★ To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower) ★ To investigate different ways of playing an instrument	Sing Listen Play	Articulation Dynamics Tempo Timbre		Recycled Orchestra	Spider Music Blow, Tap, Pluck, Shake
2. Exploring the timbre of instruments and voices	Musical Characters Ideal for a single session	★ To explore vocal timbre ★ To perform songs with expression	Sing Listen Notation Improvise	Articulation Dynamics Timbre		Artful Dodger from <i>Oliver!</i> by Lionel Bart Major-General from <i>The Pirates of Penzance</i> by Gilbert and Sullivan Rum Tum Tugger from <i>Cats</i> by Andrew Lloyd Webber	It's A New Year Good Morning Hello, Hello
	Different Voices Ideal for a single session	★ To explore vocal timbre	Sing Listen Improvise	Articulation Dynamics Timbre			I'll Sing This Song Make A Face Who Am I?
	Unique Timbre Ideal for a single session	★ To explore vocal timbre ★ To explore instrumental timbre	Sing Listen Play	Dynamics Timbre			I'm A Miracle It's A New Year Good Morning Hello, Hello
	Sounds From Words Ideal for 2 sessions	★ To create vocal and instrumental sound effects ★ To choose, order and combine sounds ★ To use musical vocabulary to describe sounds	Sing Listen Play Compose Improvise	Dynamics Rhythm Structure Tempo Timbre			Sounds
3. Sequencing sounds to tell stories and create effects	Create A Character Ideal for a single session	★ To recognize how music can communicate character 	Sing Listen	Dynamics Pitch Tempo Timbre		<i>'The Hut on Fowl's Legs'</i> from <i>Pictures At An Exhibition</i> by Mussorgsky <i>Flight of the Bumblebee</i> by Rimsky-Korsakov <i>'Waltz of the Flowers'</i> from <i>The Nutcracker</i> by Tchaikovsky <i>'He's A Pirate'</i> from <i>Pirates of the Caribbean</i> by Klaus Badelt and Hans Zimmer <i>'Mars'</i> from <i>The Planets</i> by Holst	I'm A Wicked Witch, That's Me! I Am A Giant


YEAR 1, TERM 2 - CONTENT COVERAGE (cont.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
(3.)	Character Motifs Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To create simple sound and movement motifs ★ To perform a sequence of motifs using instruments 	Compose Improvise Listen	Dynamics Tempo Timbre Pitch			I Am A Giant Fairytale Tea Party Who Am I?	
	The Mouse And The Giant Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To begin to control dynamics using voices and instruments ★ To use music to tell a story 	Sing Listen Play	Dynamics Pitch Timbre		<i>William Tell Overture</i> by Rossini	The Mouse And The Giant	
4. Copying and creating rhythmic patterns	Inventing Notation Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To investigate different ways of playing an instrument ★ To create a variety of contrasting sounds ★ To create notation to represent sounds 	Sing Play Notation	Articulation Dynamics Structure Tempo Timbre			Spider Music	
	Musical Storyboards Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To compose a sequence of sounds (beginning/middle/end) ★ To interpret simple notation (e.g. pictorial storyboard) ★ To follow simple performance directions 	Sing Play Notation Compose	Dynamics Pitch Structure Tempo Timbre			The Seed Song A Tiny Seed Was Sleeping Once Upon A Time I Don't Want To Be A Frog's Egg Food Chain	
	A Spring Score Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To explore musical texture ★ To play instruments while following a graphic score 	Play Notation	Tempo Texture Dynamics Timbre Structure			<i>Symphony No. 1 'Spring'</i> by Schumann <i>On Hearing The First Cuckoo In Spring</i> by Delius	A Perfect Day In Spring A Tiny Seed Was Sleeping The Seed Song Springtime
	A Tiny Seed Ideal for 2 sessions	<ul style="list-style-type: none"> To experiment with musical texture To follow simple notation To create a graphic score 	Sing Play Notation Compose	Structure Texture Timbre			<i>'Waltz Of The Flowers'</i> from <i>The Nutcracker</i> by Tchaikovsky <i>'Flower Duet'</i> from <i>Lakmé</i> by Delibes	A Tiny Seed Was Sleeping

KEY KS1 NATIONAL CURRICULUM REQUIREMENTS

 Use their voices expressively and creatively by singing songs and speaking chants and rhymes

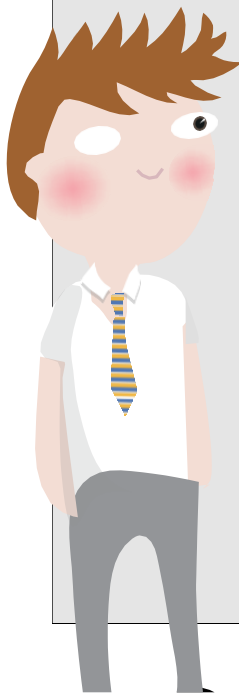
 Play tuned and untuned instruments musically

 Listen with concentration to a range of high-quality live and recorded music



 Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 1, TERM 3 - CONTENT COVERAGE

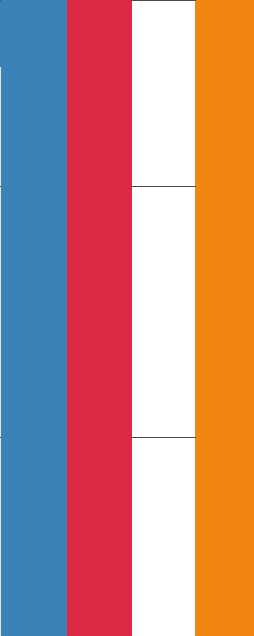
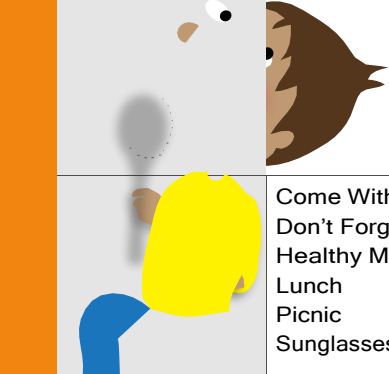
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Recognizing changes in pitch and copying simple pitch patterns	High Or Low? Ideal for a single session	<ul style="list-style-type: none"> ★ To use movement to respond to changes in pitch ★ To use 'higher' or 'lower' to describe sounds 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Timbre		'Characters With Long Ears' and 'The Elephant' from <i>Carnival Of The Animals</i> by Saint-Saëns 'The Dance Of The Sugar Plum Fairy' from <i>The Nutcracker</i> by Tchaikovsky	The Brrrass Band The Doodling Song The Marching Band
	Mystery Sounds Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize high and low sounds in the environment ★ To imitate high and low sounds using voices ★ To compose song lyrics and simple vocal effects 	Sing Listen Compose	Pitch Timbre		'The Lonely Goatherd' from <i>The Sound Of Music</i> by Rodgers and Hammerstein	If You Were A Turkey Sound Collectors
	Up To The Sky, Down To The Ground Ideal for a single session	<ul style="list-style-type: none"> ★ To identify high and low sounds ★ To listen to and recall a sequence of high and low sounds 	Listen Play	Pitch		'The Dance Of The Sugar Plum Fairy' from <i>The Nutcracker</i> by Tchaikovsky, played by GlassDuo	Happy Sun High We're Detectives
	Cuckoo Call Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To imitate changes in pitch ★ To improvise a two-note melody 	Sing Listen Play Improvise Notation	Pitch		'The Cuckoo In The Heart Of The Woods' from <i>Carnival Of The Animals</i> by Saint-Saëns Organ Concerto in F Major by Handel	Come With Me To The Beach Lying In The Daisies
	Climbing Up And Down Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To imitate changes in pitch ★ To identify melodies moving by step 	Sing Listen	Articulation Dynamics Pitch Structure Timbre		<i>Mishra Bhairavi Thumri</i> (Indian Classical)	Climbing Up The Beanstalk Pitter Patter Caterpillar Rapunzel, Let Your Hair Down Who's That Stealing My Lettuces?



YEAR 1, TERM 3 - CONTENT COVERAGE (cont.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
2. Performing simple melodic patterns using voices and pitched instruments	Climbing The Beanstalk <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To play and sing melodies that move up and down by step ★ To play a simple melodic accompaniment 	Sing Listen Play	Pitch Structure			Climbing Up The Beanstalk Little Red Riding Hood Picnic
	Sound Effects <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To create sound effects using voices and tuned percussion ★ To identify examples of musical storytelling ★ To perform songs to an audience 	Sing Listen Play	Dynamics Pitch Structure Tempo		Cartoon music	Climbing Up The Beanstalk Down Came That Mighty Beanstalk It Popped Right Out! Rapunzel, Let Your Hair Down Splosh! There Goes The Prince
	Songs With Percussion <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To accompany a song using tuned and untuned percussion ★ To identify musical patterns (e.g. high/low/high/low) ★ To explore timbres produced by tuned percussion instruments 	Sing Listen Play	Pitch Timbre		<i>Flight Of The Bumblebee</i> by Rimsky-Korsakov	Come With Me To The Beach Dandelion Clocks
3. Representing pitch	Pipe Cleaners <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To imitate changes in pitch ★ To use informal notation 	Sing Listen Play Notation Genre/History/ Musicians	Pitch Rhythm Structure		<i>Rhapsody In Blue</i> by Gershwin	
	Build A Melody <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> ★ To compose melodies using higher and lower notes ★ To create graphic notation to represent a pattern of higher and lower notes 	Sing Listen Play Improvise Compose Notation	Pitch Structure		Come With Me To The Beach Dandelion Clocks Happy Sun High Just Sing! Perfect Symmetry Steam Train	


YEAR 1, TERM 3 - CONTENT COVERAGE (cont.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Creating music for a performance	Perfect Picnic Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To prepare songs for performance ★ To write new lyrics for well-known songs ★ To follow simple musical scores 	Sing Listen Play Compose Notation	Dynamics Pitch Structure Texture			Healthy Me Lunch Picnic
	Show Time Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To prepare songs for performance ★ To follow simple performance directions ★ To suggest ways to improve a performance 	Play Sing	Articulation Dynamics Pitch Pulse Rhythm Structure Texture			Your choice of songs from Year 1
	Musical Sandwich Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To order sounds in a structure ★ To compose simple melodies ★ To perform simple rhythmic patterns based on spoken words 	Sing Listen Play Compose	Pitch Pulse Rhythm Structure			Come With Me To The Beach Don't Forget Your Sun Cream Healthy Me Lunch Picnic Sunglasses




KEY KS1 NATIONAL CURRICULUM REQUIREMENTS

 Use their voices expressively and creatively by singing songs and speaking chants and rhymes

 Play tuned and untuned instruments musically





























 Listen with concentration to a range of high-quality live and recorded music

 Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 2, TERM 1 - CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Performing rhythms and movement to a steady pulse	Exercise Rhythms Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain a steady pulse ★ To copy pulse action sequences ★ To compose call-and-echo movement sequences 	Sing Listen Improvise	Pulse Rhythm Structure Tempo			Coordination Funk Get Going Look What I Can Do!
	Musical Instructions Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform movements to music ★ To recognize and respond to musical instructions ★ To recognize and begin to describe features of music (e.g. tempo, mood, timbre and pitch) 	Sing Listen Genre/History/ Musicians	Pitch Pulse Rhythm Tempo Timbre		French National Anthem <i>La Marseillaise</i> <i>All You Need Is Love</i> by The Beatles <i>Unsquare Dance</i> by Dave Brubeck	Bean Harvest Harvest Hoedown
	Pass The Ball! Ideal for a single session	<ul style="list-style-type: none"> ★ To perform actions to a steady pulse ★ To use movement to identify the first beat of the bar ★ To develop ensemble skills 	Listen Play	Pulse Rhythm Tempo		<i>Waltz No. 2</i> from Jazz Suite. No. 2 by Shostakovich <i>On The Beautiful Blue Danube</i> by Strauss II <i>The Liberty Bell March</i> by Sousa <i>'In the Hall Of The Mountain King'</i> from <i>Peer Gynt</i> by Grieg	Beautiful Bird Coordination Funk Line Up, Line Up Lunch Make A Picture With Shapes Together Walking To School
	Change! Ideal for a single session	<ul style="list-style-type: none"> ★ To perform actions to a steady pulse ★ To internalize pulse ★ To develop ensemble skills 	Sing Listen Play	Rhythm Pulse			Coordination Funk Line Up, Line Up Lunch This Day Together Walking To School
2. Copying and creating rhythmic patterns	Foodie Rhythms Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To copy rhythm patterns ★ To create rhythm patterns based on spoken words ★ To play rhythms to a steady pulse 	Sing Listen Play Compose	Pulse Rhythm			Healthy Me The Harvest List We Can Help We've Got Tomatoes!
	Song Tennis Ideal for a single session	<ul style="list-style-type: none"> ★ To internalize rhythm and melody ('thinking voice') ★ To copy rhythmic and melodic patterns ★ To follow a conductor 	Sing Listen Play	Pitch Pulse Rhythm			A Song You'll Love To Know! Careful How You Cross Counting It's Great When You Know The Alphabet! Perfect Symmetry The Number Bus
	How Will You Play? Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play rhythm patterns ★ To begin to control dynamics when singing and playing instruments ★ To explore the timbre of instruments 	Sing Listen Play	Dynamics Pulse Rhythm Timbre		Symphony No. 4, fourth movement by Bruckner	Bang, Tap, Stop!
	Time For A Rest Ideal for a single session	<ul style="list-style-type: none"> ★ To keep a steady pulse ★ To listen to a rhythm and clap it back (call and response) ★ To explore rests in music 	Listen Play	Pulse Rhythm Structure			Coordination Funk I Can Play Medication Wake Up!





















YEAR 2, TERM 1 - CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Have You Heard Me? Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform a rhythmic chant with a steady pulse ★ To begin to recognize patterns of sound and silence ★ To choose suitable sounds to accompany a poem 	Sing Play Compose	Articulation Dynamics Pulse Rhythm Timbre	   		Have You Heard Me?
3. Combining rhythmic patterns	Body Percussion Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize repeated rhythmic patterns ★ To compose and perform a simple rhythmic ostinato 	Sing Listen Play Compose	Pulse Rhythm	   	Stomp - Live	Coordination Funk Medication Together We Are The Even Numbers
	We Can Play! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To combine simple rhythm patterns ★ To identify changes in musical texture ★ To maintain a simple rhythmic part in a group 	Sing Listen Play	Pulse Rhythm Tempo Texture	   		I Can Play
	Combining Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To explore pulse and rhythm through movement ★ To copy rhythm patterns ★ To experiment with musical texture ★ To perform a rhythmic ostinato 	Sing Listen Play	Pulse Rhythm Texture	   	Beardyman's <i>Kitchen Diaries</i>	March To The Beat
4. Representing rhythmic patterns	Choose Your Beat! Ideal for a single session	<ul style="list-style-type: none"> ★ To internalize pulse ★ To identify beats in a bar ★ To compose simple beat patterns ★ To follow a simple graphic score 	Sing Listen Play	Pulse Rhythm Structure Texture Timbre	   		Coordination Funk London Bells Marching In The Snow Medication Put Your Coat On Together We Are The Even Numbers
	Four-Beat Patterns Ideal for a single session	<ul style="list-style-type: none"> ★ To identify beats in a bar ★ To compose four-beat sound patterns ★ To create a simple graphic score 	Sing Listen Play Compose Notation	Pulse Rhythm Structure Texture	   	<i>We Are Family</i> by Sister Sledge	Coordination Funk London Bells Medication The Brussel Sprout Blues Wake Up! We Are The Even Numbers
	Meet The Beat Monsters! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify patterns in music ★ To copy rhythm patterns ★ To identify rests in music ★ To compose and play simple rhythm patterns 	Sing Listen Play Compose Notation	Pulse Rhythm	   		Black And White Christmas Dear Santa Our Christmas Tree The Mince Pie Song Three Little Pigs

YEAR 2, TERM 2 - CONTENT COVERAGE


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Recognizing and exploring musical mood	How Do You Feel? Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize how songs can communicate different moods ★ To use movement to respond to the mood of music 	Sing Listen	Dynamics Tempo		<i>'Air On The G String'</i> from Orchestral Suite No. 3 by J. S. Bach <i>Gymnopédie No. 3</i> by Satie <i>Maple Leaf Rag</i> by Scott Joplin <i>'Triumphal March'</i> from <i>Aida</i> by Verdi <i>'Wedding March'</i> from <i>A Midsummer Night's Dream</i> by Mendelssohn <i>'Jupiter'</i> from <i>The Planets</i> by Holst	Clap Hands! Stamp Feet! Get Going Let's Be Quiet Make A Face Keep On Smiling
	Musical Moods Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize how music can communicate different moods ★ To explore vocal timbre ★ To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet, etc.) 	Sing Listen	Articulation Dynamics Tempo Timbre			Count Your Blessings Good Morning Hello, Hello Hello, Hello, Good Morning I'll Sing This Song Keep On Smiling Let's Be Quiet
	Happy Or Sad? Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize and describe changes in musical mood ★ To respond to changes in major and minor tonality ★ To recognize musical contrasts, e.g. changes in tempo, dynamics, articulation, duration 	Sing Listen Play	Articulation Dynamics Pitch Tempo Timbre Tonality		<i>Eine Kleine Nachtmusik</i> , K.525 by Mozart Symphony No. 5 by Beethoven	
2. Choosing sounds to match a character, mood or theme	Peaceful Percussion Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To begin to control dynamics ★ To select appropriate vocal and percussion sounds to match a theme 	Sing Listen Play Compose	Dynamics Pitch Tempo Timbre		4'33" by John Cage	Hush Let's Be Quiet Rapunzel's Song
	Calm And Cross Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To begin to learn about musical articulation and how it can be used expressively within music ★ To compose and notate a piece of music with contrasting sections ★ To vary tempo, dynamics and timbre to communicate a mood 	Sing Listen Play Compose Notation	Articulation Dynamics Structure Tempo Timbre			I'll Sing This Song I'm Cross! I'm A Wicked Witch, That's Me! I'm The Big, Bad Wolf Let's Be Quiet Rapunzel's Song Spider Music Who's That Stealing My Lettuces?
	Musical Doodle Boards Ideal for a single session	<ul style="list-style-type: none"> ★ To use symbols to represent instrumental or vocal sounds ★ To use musical vocabulary to describe sounds ★ To follow a graphic score 	Sing Listen Play Notation Compose	Articulation Dynamics Structure Timbre Tonality		<i>'Infernal Galop'</i> from <i>Orpheus In The Underworld</i> by Offenbach Adagio from Clarinet Concerto in A Major by Mozart <i>'Mars'</i> from <i>The Planets</i> by Holst <i>Fanfarra Cabua-Le-Le</i> by Sergio Mendes	The Doodling Song


YEAR 2, TERM 2 - CONTENT COVERAGE (cont.)


STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Scrape, Tap, Blow, Shake Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To use symbols to represent instrumental or vocal sounds ★ To follow a conductor 	Sing Listen Play Notation Compose	Articulation Dynamics Structure Tempo Timbre	   	'Spring' from <i>The Four Seasons</i> by Vivaldi <i>Night On Bald Mountain</i> by Mussorgsky 'Air On The G String' from <i>Orchestral Suite No. 3</i> by J. S. Bach	Colours Of The World Sing Of A Rainbow The Doodling Song
3. Sequencing and combining sounds to tell stories and create effects	Stormy Weather Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify and describe a sequence of sounds ★ To identify and control dynamics 	Sing Listen Play Notation Compose	Dynamics Texture Timbre	   	<i>Easter Song</i> by GLAD 'Storm Interlude' from <i>Peter Grimes</i> by Britten	
	Weather Improvisation Ideal for a single session	<ul style="list-style-type: none"> ★ To select sounds to accompany a song ★ To create and perform a sequence of weather sounds ★ To improvise sounds within a structure 	Sing Play Improvise Compose	Texture Tempo Dynamics Timbre Articulation Structure	   	<i>Helios Overture</i> by Nielsen <i>Symphony No. 1 'Winter Daydreams'</i> by Tchaikovsky	Can You See The Lightning? Hey Little April Shower Lazy Days Mister Wind Song For Every Season Wet, Wet, Wet! When It's A Sunny Day
4. Creating and performing soundscapes	Spring Soundscapes Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize different instrumental timbres ★ To improvise sounds on a given theme ★ To experiment with and recognize changes in musical texture 	Sing Play Improvise	Structure Texture Timbre	   		Five Shiny Eggs I'm A Little Chick Spring Chicken
	Morning Soundscapes Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To begin to define and recognize a range of timbres and dynamics ★ To create a musical story using appropriate timbres and dynamics on instruments 	Sing Listen Play Notation Compose	Dynamics Texture Timbre	   	'Morning Mood' from <i>Peter Gynt</i> by Grieg	Get A Move On Monday Morning Morning Has Broken It's Time To Wake Up Wake Up!




KS1 NATIONAL CURRICULUM REQUIREMENTS

 Use their voices expressively and creatively by singing songs and speaking chants and rhymes

 Play tuned and untuned instruments musically

 Listen with concentration to a range of high-quality live and recorded music

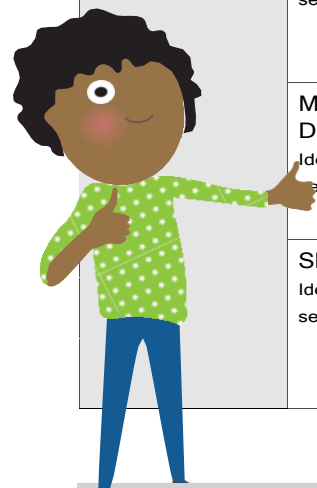
 Experiment with, create, select and combine sounds using the inter-related dimensions of music

YEAR 2, TERM 3 - CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Identifying and describing changes in pitch	Pitch Doodles Ideal for a single session	<ul style="list-style-type: none"> ★ To use movement to respond to changes in pitch ★ To use 'higher' or 'lower' to describe sounds 	Listen Sing Genre/History/ Musicians	Pitch Timbre		<i>The Waltzing Cat</i> by Leroy Anderson <i>Amazing Grace</i> (Traditional) <i>'Chinese Dance'</i> from <i>The Nutcracker</i> by Tchaikovsky	Sunflowers Growing The Brrrass Band The Marching Band
	Pitch Perfect Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and describe changes in pitch ★ To pitch-match simple phrases ★ To explore vocal timbre 	Sing Listen	Articulation Dynamics Pitch Rhythm			Good Morning
	High, Middle, Low Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify high-, mid- and low-pitched sounds ★ To listen to and recall a sequence of sounds ★ To use graphic notation to represent pitch 	Sing Listen Play Improvise Compose Notation	Pitch Structure			Happy Sun High In 1666 We're Detectives
2. Copying pitch patterns	Up And Down Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify changes in pitch ★ To play ascending and descending melodies on tuned percussion 	Sing Listen Play Compose	Pitch Timbre			Building Bricks I Wish I Had A Robot Old Toys, New Toys Step It Up For Sport Relief
	Copy My Action Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize and describe changes in pitch 	Listen Play	Pitch		<i>'Do Re Mi'</i> from <i>The Sound Of Music</i> by Rodgers and Hammerstein	Climbing Up The Beanstalk Follow The Silver Trail
	Vocal Story Maps Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To imitate and describe changes in pitch ★ To compose and notate a short composition using graphic notation 	Sing Listen Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure Texture Timbre			
3. Creating and notating simple melodies	Just Five Notes Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To sing pentatonic songs ★ To begin to recognize pentatonic scales 	Sing Listen Genre/History/ Musicians	Pitch Pulse Rhythm		<i>The Girl With The Flaxen Hair</i> by Debussy	Just Five Notes Try and Try Again What Goes In, Must Come Out

YEAR 2, TERM 3 - CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(3.)	Pentatonic Play Ideal for 1-2 sessions	★ To compose simple pentatonic melodies	Sing Listen Improvise Notation	Pitch Structure		<i>The Power Of The Pentatonic Scale</i> by Bobby McFerrin	Just Five Notes Try and Try Again What Goes In, Must Come Out
	Step Or Leap? Ideal for 1-2 sessions	★ To play and sing melodies that move up and down by step ★ To recognize melodies that move by step or leap ★ To use graphic notation to represent a melody	Sing Listen Play Compose Notation	Pitch Structure			Joey Pitter Patter Caterpillar
4. Performing simple musical accompaniments and preparing for performance	Summer Songs Ideal for 1-2 sessions	★ To play and sing melodies that move up and down by step ★ To play a simple melodic accompaniment	Sing Listen Play Compose	Pitch Structure			Did You Ever? Lovely Summer's Day
	Songs Of The Sea Ideal for 2 sessions	★ To perform songs with instrumental accompaniment ★ To play a simple rhythmic and/or melodic ostinato	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture		<i>Leave Her Johnny</i> (Traditional Sea Shanty)	Hey, Mr Pirate! Red Sails Remember The Mary Rose Sail West, Señor! The Deep Blue Sea
	Meet The Dragons Ideal for 2-3 sessions	★ To compare songs on a given theme ★ To develop a short performance to share with others	Sing Listen Play	Dynamics Pitch Structure Tempo Timbre		<i>Guangling Melody</i> (Chinese Traditional)	Dragon Dance My Dragon We're Going Round The World
	Show Time Ideal for 2 sessions	★ To prepare songs for performance ★ To perform simple instrumental accompaniments ★ To suggest ways to improve a performance	Sing Play	Articulation Dynamics Pitch Structure Texture			Your choice of songs from Year 1



KEY KS1 NATIONAL CURRICULUM REQUIREMENTS

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration to a range of high-quality live and recorded music

Experiment with, create, select and combine sounds using the inter-related dimensions of music

Year 1 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Move To The Beat	Term 2: Exploring Sounds	Term 3: High or Low?
<p>Children can:</p> <ul style="list-style-type: none"> Learn to recognise pulse, matching movements to music Explore percussion instruments Perform simple instrumental accompaniments to familiar songs Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance 	<p>Children can:</p> <ul style="list-style-type: none"> Explore how sounds can be produced in different ways using voices and instruments Sing simple songs, adding facial expressions and actions to enhance performance Recognise how composers using dynamics, tempo and timbre to reflect a character or theme Use song lyrics as a stimulus for a composition Compose short sound sequences to tell a story and perform them to each other Follow musical instructions and invent notation to represent sound sequences 	<p>Children can:</p> <ul style="list-style-type: none"> Learn to identify and describe pitch Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre Play simple listening games, identifying and copying simple pitch patterns Use a variety of tuned and untuned percussion instruments Compose simple sound effects to accompany sections of a story Compose pitch patterns and represent them using simple graphic notation Prepare songs for a class performance

Skills Overview:

The Sparkyard Music Curriculum for Y1 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. The ‘at a glance’ table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y1 and you can aim for your class to:

- Talk about music making, identifying things that they enjoy or work well
- Follow instructions and listen to the suggestions of others
- Take turns

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y1 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform songs to other classes or in assemblies each term
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y1 to develop these SINGING and PLAYING skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Sing simple songs, chants and rhymes as a class	√	√	√
2. Copy simple pitch patterns accurately (e.g. singing call and response songs) *	√	√	√
3. Respond to visual performance directions (e.g. start, stop, loud, quiet)	√	√	√
4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	√	√	
5. Perform short copycat rhythms patterns accurately e,g, word pattern chants	√	√	√
6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)	√		
7. Play pitch patterns on tuned instruments		√	√
8. Explore instrumental and vocal timbre, recognising how sounds can be changed	√	√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√

Our Sparkyard Music Curriculum will enable children in Y1 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. .	√	√	√
3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)	√	√	√
4. Listen to sounds in the local school environment, comparing high and low sounds.			√

Our Sparkyard Music Curriculum will enable children in Y1 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases	√		√
2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	√	√	√
3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers	√	√	
4. Create simple rhythm patterns	√		
5. Create simple pitch patterns		√	√
6. Use music technology (if available, to capture, change and combine sounds)		√	
7. Experiment with different ways to create sound (e.g. body percussion, vocal sounds)	√	√	√
8. Explore percussion sounds to enhance songs and storytelling		√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√

Our Sparkyard Music Curriculum will enable children in Y1 to develop these NOTATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols	√	√	√
2. Follow pictures and symbols to guide singing and playing	√	√	√

*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player -double-click any line and get the class to sing it back!

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or try an impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Year 2 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

TERM 1: Time To Play – Exploring Pulse and Rhythmic Patterns	TERM 2: Musical Moods and Pictures	TERM 3: Patterns with Pitch – Exploring Pitch and Melody
<p>Children can:</p> <ul style="list-style-type: none"> Develop ensemble skills through singing a range of songs and musical passing games Learn to recognise the difference between pulse and rhythm Investigate different ways to play rhythms, varying instrumental timbre and dynamics Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre Create simple four-beat rhythms and represent using graphic notation <p>Listen with concentration to a range of music, recognising rhythmic features</p>	<p>Children can:</p> <ul style="list-style-type: none"> Learn how songs and music can communicate different emotions Investigate different ways to express the mood of a song, adding facial expressions and changing voice Work as a class and in small groups to compose and improvise music on the theme of weather Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme Learn to follow and give simple musical instructions Use songs to inspire a simple soundscape <p>Listen to music and represent sounds using a range of graphic symbols</p>	<p>Children can:</p> <ul style="list-style-type: none"> Describe pitch and timbre of instruments Play simple listening games, using movement to describe the direction of pitch Sing songs, developing pitch matching skills and perform them with actions and movement Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation Learn to play simple melodies and accompaniments using tuned percussion Prepare songs and music for a class performance

Skills Overview:

The Sparkyard Music Curriculum for Y2 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notations. The 'at glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y2 and you can aim for your class to:

- Explore, sing and perform a range of age-appropriate songs as a class
 - Work collaboratively as a class and in small groups, trying out musical ideas and making improvements where necessary
- Talk about music making, identifying things that they enjoy or work well

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y2 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform songs to other classes or in assemblies each term
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y2 to develop these SINGING and PLAYING skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control	√	√	√
2. Sing songs and play singing games, copying pitch patterns accurately *	√	√	√
3. Sing short phrases independently as part of a singing game or short song		√	√
4. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)	√	√	√
5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	√		
6. Play simple repeated rhythms or melody (ostinato)	√		√
7. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	√		√
8. Control simple dynamics and tempo when singing and playing	√	√	√
9. Play simple melodies and accompany songs using tuned percussion			√
10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)		√	√
11. Perform to an audience**			√

*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player -double-click a line and get the class to sing it back!

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Our Sparkyard Music Curriculum will enable children in Y2 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music	√	√	√
3. Listen to and interpret features in recorded or live music using dance, art or drama	√	√	√
4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo	√	√	√
5. Respond independently to pitch changes heard in melodic phrases, indicating with actions			√

Our Sparkyard Music Curriculum will enable children in Y2 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Create music in response to a non-musical stimulus	√	√	
2. Compose or improvise simple descriptive sounds to match a mood, character or theme		√	
3. Recognise and explore how to change and combine sounds to create simple effects		√	
4. Explore musical structures, choosing and ordering sounds	√	√	√
5. Recognise and explore how to change and combine sounds to create simple effects		√	
6. Use music technology, if available to capture change and combine sounds			
7. Create rhythmic patterns from various stimuli, eg spoken words	√		
8. Compose simple melodies using a given range of notes			√
9. Collaborate with others, trying out musical ideas and make improvements where necessary	√		

Our Sparkyard Music Curriculum will enable children in Y2 to develop these NOTATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)		√	√
2. Use graphic notation to represent rhythmic or melodic patterns	√	√	√
3. Use graphic symbols to keep a record of a composed piece		√	√
4. Follow graphic notations to guide singing and playing	√	√	√

Sing and Play Skills

Our Sparkyard Music Curriculum will enable children in Y1 to develop these SINGING and PLAYING skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Sing simple songs, chants and rhymes as a class	√	√	√
2. Copy simple pitch patterns accurately (e.g. singing call and response songs) *	√	√	√
3. Respond to visual performance directions (e.g. start, stop, loud, quiet)	√	√	√
4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	√	√	
5. Perform short copycat rhythms patterns accurately e.g, word pattern chants	√	√	√
6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)	√		
7. Play pitch patterns on tuned instruments		√	√
8. Explore instrumental and vocal timbre, recognising how sounds can be changed	√	√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√
Our Sparkyard Music Curriculum will enable children in Y2 to develop these SINGING and PLAYING skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control	√	√	√
2. Sing songs and play singing games, copying pitch patterns accurately *	√	√	√
3. Sing short phrases independently as part of a singing game or short song		√	√
4. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)	√	√	√
5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	√		
6. Play simple repeated rhythms or melody (ostinato)	√		√
7. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	√		√
8. Control simple dynamics and tempo when singing and playing	√	√	√
9. Play simple melodies and accompany songs using tuned percussion			√
10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)		√	√
11. Perform to an audience**			√

Listening Skills and Genre / History / Musicians Knowledge

Our Sparkyard Music Curriculum will enable children in Y1 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. .	√	√	√
3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)	√	√	√
4. Listen to sounds in the local school environment, comparing high and low sounds.			√
Our Sparkyard Music Curriculum will enable children in Y2 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music	√	√	√
3. Listen to and interpret features in recorded or live music using dance, art or drama	√	√	√
4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo	√	√	√
5. Respond independently to pitch changes heard in melodic phrases, indicating with actions			√

Compose and Improvise Skills

Our Sparkyard Music Curriculum will enable children in Y1 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases	√		√
2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	√	√	√
3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers	√	√	
4. Create simple rhythm patterns	√		
5. Create simple pitch patterns		√	√
6. Use music technology (if available, to capture, change and combine sounds)		√	
7. Experiment with different ways to create sound (e.g. body percussion, vocal sounds)	√	√	√
8. Explore percussion sounds to enhance songs and storytelling		√	√
9. Perform to an audience**			√
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		√	√
Our Sparkyard Music Curriculum will enable children in Y2 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Create music in response to a non-musical stimulus	√	√	
2. Compose or improvise simple descriptive sounds to match a mood, character or theme		√	

3. Recognise and explore how to change and combine sounds to create simple effects		√	
4. Explore musical structures, choosing and ordering sounds	√	√	√
5. Recognise and explore how to change and combine sounds to create simple effects		√	
6. Use music technology, if available to capture change and combine sounds			
7. Create rhythmic patterns from various stimuli, eg spoken words	√		
8. Compose simple melodies using a given range of notes			√
9. Collaborate with others, trying out musical ideas and make improvements where necessary	√		

Notate Skills

Our Sparkyard Music Curriculum will enable children in Y1 to develop these NOTATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols	√	√	√
2. Follow pictures and symbols to guide singing and playing	√	√	√
Our Sparkyard Music Curriculum will enable children in Y2 to develop these NOTATION skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)		√	√
2. Use graphic notation to represent rhythmic or melodic patterns	√	√	√
3. Use graphic symbols to keep a record of a composed piece		√	√
4. Follow graphic notations to guide singing and playing	√	√	√

*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player, double-click a line and get the class to sing it back!

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!