INTRODUCING THE SPARKYARD MUSIC CURRICULUM...



SPARKYARD
POWERED BY Out of the Ark.com

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



Contents:

Content Coverage by Year Group

04 *Year 1*
11 *Year 2*
17 *Year 3*
25 *Year 4*
34 *Year 5*
43 *Year 6*

Key Learning and Skills Overview by Year Group

53 *Year 1*
56 *Year 2*
59 *Year 3*
62 *Year 4*
65 *Year 5*
68 *Year 6*

Skills Overview by Skill Area

71 *Sing & Play Skills*
74 *Listening Skills and Genre/History/Musicians Knowledge*
76 *Compose and Improvise Skills*
78 *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	★ To respond to music in creative ways ★ To maintain a steady pulse	Sing Listen Compose	Pulse Rhythm Tempo Dynamics		*Radetsky March* by Strauss I *'Colonel Hathi's March'* by Robert and Richard Sherman from *The Jungle Book*	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	★ 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	★ 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		*'Mattachins'* from *Capriol Suite* by Warlock *Rondo Alla Turca* by Mozart	
2. Controlling pulse using voices and instruments	Move Together Ideal for a single session	★ To perform movements to a steady pulse ★ To recognize and respond to changes in tempo	Sing Listen	Pulse Rhythm Tempo		*Walking On The Beat* 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	★ 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	★ 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		*'La Réjouissance'* from *Music For The Royal Fireworks* 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.)

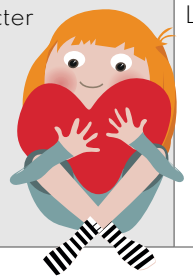
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Our Big Band! Ideal for 1-2 sessions	★ To play a steady pulse using untuned percussion instruments ★ To explore and discuss the properties of instruments and their sounds (timbre)	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Timbre		*In The Mood* by Glenn Miller *Hungarian Dance No. 5* by Brahms	Our Big Band
3. Exploring the difference between pulse and rhythm	Playing Like Clockwork Ideal for 1-2 sessions	★ 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	★ To explore pulse and rhythm through movement	Sing Listen Play	Pulse Rhythm		Kathak Dance	March To The Beat
	Body Rhythm Ideal for 2 sessions	★ 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 *Peer Gynt* by Grieg	Singing Syllables
4. Copying and creating rhythmic patterns.	Clockwork Rhythms Ideal for 1-2 sessions	★ 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	★ 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	★ 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



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 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 Notation Play	Tempo		*Flight of the Bumblebee* by Rimsky-Korsakov *'The Swan'* from *Carnival of the Animals* 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		*Étude Aux Chemins De Fer* 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 Improvise 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 *Oliver!* by Lionel Bart Major-General from *The Pirates of Penzance* by Gilbert and Sullivan Rum Tum Tugger from *Cats* 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		*'The Hut on Fowl's Legs'* from *Pictures At An Exhibition* by Mussorgsky *Flight of the Bumblebee* by Rimsky-Korsakov *'Waltz of the Flowers'* from *The Nutcracker* by Tchaikovsky *'He's A Pirate'* from *Pirates of the Caribbean* by Klaus Badelt and Hans Zimmer *'Mars'* from *The Planets* by Hoist	I'm A Wicked Witch, That's Me! I Am A Giant

YEAR 1, TERM 2 – CONTENT COVERAGE (CONT.)

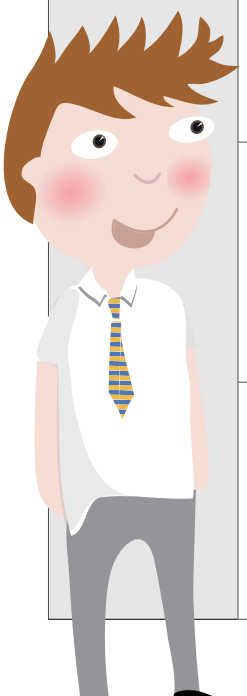
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(3.)	Character Motifs Ideal for 1-2 sessions	★ To create simple sound and movement motifs ★ To perform a sequence of motifs using instruments	Compose Improvise Listen Play	Dynamics Tempo Timbre Pitch			I Am A Giant Fairytale Tea Party Who Am I?
	The Mouse And The Giant Ideal for 2 sessions	★ To begin to control dynamics using voices and instruments ★ To use music to tell a story	Sing Listen Play	Dynamics Pitch Timbre		*William Tell Overture* by Rossini	The Mouse And The Giant
4. Copying and creating rhythmic patterns	Inventing Notation Ideal for 1-2 sessions	★ 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	★ 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	★ To explore musical texture ★ To play instruments while following a graphic score	Play Notation	Tempo Texture Dynamics Timbre Structure		Symphony No. 1 'Spring' by Schumann *On Hearing The First Cuckoo In Spring* by Delius	A Perfect Day In Spring A Tiny Seed Was Sleeping The Seed Song Springtime
	A Tiny Seed Ideal for 2 sessions	★ To experiment with musical texture ★ To follow simple notation ★ To create a graphic score	Sing Play Notation Compose	Structure Texture Timbre		*'Waltz Of The Flowers'* from *The Nutcracker* by Tchaikovsky *'Flower Duet'* from *Lakmé* 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	★ 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 *Carnival Of The Animals* by Saint-Saëns *'The Dance Of The Sugar Plum Fairy'* from *The Nutcracker* by Tchaikovsky	The Brrrass Band The Doodling Song The Marching Band
	Mystery Sounds Ideal for 1-2 sessions	★ 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 *The Sound Of Music* by Rodgers and Hammerstein	If You Were A Turkey Sound Collectors
	Up To The Sky, Down To The Ground Ideal for a single session	★ 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 *The Nutcracker* by Tchaikovsky, played by GlassDuo	Happy Sun High We're Detectives
	Cuckoo Call Ideal for 1-2 sessions	★ 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 *Carnival Of The Animals* 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	★ To imitate changes in pitch ★ To identify melodies moving by step	Sing Listen	Articulation Dynamics Pitch Structure Timbre		*Mishra Bhairavi Thumri* (Indian Classical)	Climbing Up The Beanstalk Pitter Patter Caterpillar Rapunzel, Let Your Hair Down Who's That Stealing My Lettuces?



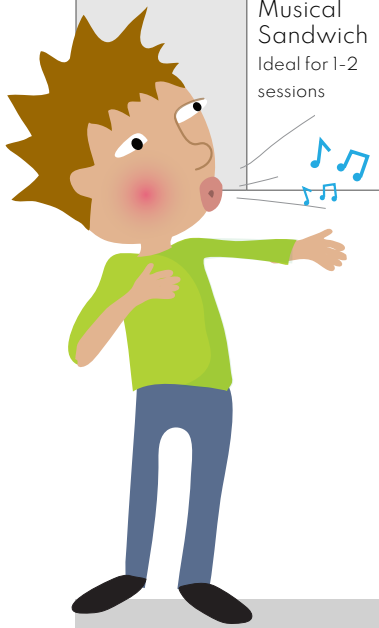
YEAR 1, TERM 3 – CONTENT COVERAGE (cont.)

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 Ideal for a single session	★ 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 Ideal for 1-2 sessions	★ 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 Ideal for 2 sessions	★ 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		*Flight Of The Bumblebee* by Rimsky-Korsakov	Come With Me To The Beach Dandelion Clocks
3. Representing pitch	Pipe Cleaners Ideal for a single session	★ To imitate changes in pitch ★ To use informal notation	Sing Listen Play Notation Genre/History/ Musicians	Pitch Rhythm Structure		*Rhapsody In Blue* by Gershwin	
	Build A Melody Ideal for 1-2 sessions	★ 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	★ 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	★ 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	★ 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	★ 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	★ 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 *La Marseillaise* *All You Need Is Love* by The Beatles *Unsquare Dance* by Dave Brubeck	Bean Harvest Harvest Hoedown
	Pass The Ball! Ideal for a single session	★ 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		*Waltz No. 2* from Jazz Suite. No. 2 by Shostakovich *On The Beautiful Blue Danube* by Strauss II *The Liberty Bell March* by Sousa *'In the Hall Of The Mountain King'* from *Peer Gynt* 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	★ 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	★ 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	★ 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	★ 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	★ 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	★ 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	★ 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	★ 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	★ 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 *Kitchen Diaries*	March To The Beat
4. Representing rhythmic patterns	Choose Your Beat! Ideal for a single session	★ 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	★ 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		*We Are Family* 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	★ 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

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 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	★ To recognize how songs can communicate different moods ★ To use movement to respond to the mood of music	Sing Listen	Dynamics Tempo		*'Air On The G String'* from Orchestral Suite No. 3 by J. S. Bach *Gymnopédie No. 3* by Satie *Maple Leaf Rag* by Scott Joplin *'Triumphal March'* from *Aida* by Verdi *'Wedding March'* from *A Midsummer Night's Dream* by Mendelssohn *'Jupiter'* from *The Planets* 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	★ 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
	Walk Like This! Ideal for 2 sessions	★ To recognize and describe changes in musical mood ★ To recognize how tempo affects the mood of a song ★ To begin to identify tempos in contrasting pieces of music	Sing Listen	Dynamics Tempo		Piano Sonata No. 14 'Moonlight' by Beethoven Symphony No. 1 'Classical' by Prokofiev Symphony No. 9 'From the New World' by Dvořák	
2. Choosing sounds to match a character, mood or theme	Peaceful Percussion Ideal for 1-2 sessions	★ 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	★ 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	★ 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		*'Infernal Galop'* from *Orpheus In The Underworld* by Offenbach Adagio from Clarinet Concerto in A Major by Mozart *'Mars'* from *The Planets* by Holst *Fanfarra Cabua-Le-Le* by Sergio Mendes	The Doodling Song

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

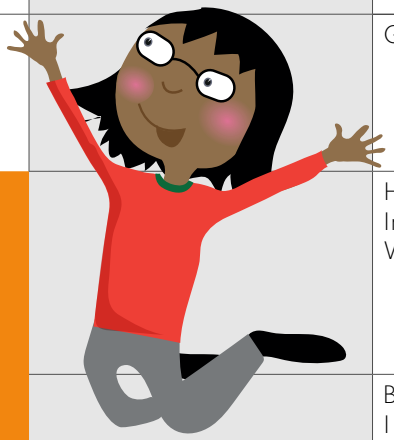
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Scrape, Tap, Blow, Shake Ideal for 1-2 sessions	★ To use symbols to represent instrumental or vocal sounds ★ To follow a conductor	Sing Listen Play Notation Compose	Articulation Dynamics Structure Tempo Timbre		*'Spring'* from *The Four Seasons* by Vivaldi *Night On Bald Mountain* by Mussorgsky *'Air On The G String'* from Orchestral Suite No. 3 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	★ To identify and describe a sequence of sounds ★ To identify and control dynamics	Sing Listen Play Notation Compose	Dynamics Texture Timbre		*Easter Song* by GLAD *'Storm Interlude'* from *Peter Grimes* by Britten	
	Weather Improvisation Ideal for a single session	★ 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		*Helios Overture* by Nielsen Symphony No. 1 'Winter Daydreams' 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	★ 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	★ 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 *Peter Gynt* by Grieg	Get A Move On Monday Morning Morning Has Broken It's Time To Wake Up Wake Up!



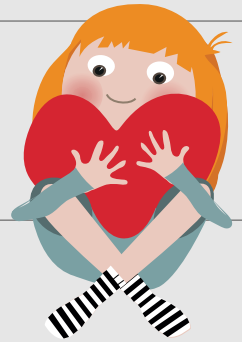
KEY KS1 NATIONAL CURRICULUM REQUIREMENTS

- 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 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	★ To use movement to respond to changes in pitch ★ To use 'higher' or 'lower' to describe sounds	Listen Sing Genre/History/ Musicians	Pitch Timbre		*The Waltzing Cat* by Leroy Anderson *Amazing Grace* (Traditional) *'Chinese Dance'* from *The Nutcracker* by Tchaikovsky	Sunflowers Growing The Brrrass Band The Marching Band
	Pitch Perfect Ideal for a single session	★ 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	★ 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	★ 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	★ To recognize and describe changes in pitch	Listen Play	Pitch		*'Do Re Mi'* from *The Sound Of Music* by Rodgers and Hammerstein	Climbing Up The Beanstalk Follow The Silver Trail
	Vocal Story Maps Ideal for 1-2 sessions	★ 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	★ To sing pentatonic songs ★ To begin to recognize pentatonic scales	Sing Listen Genre/History/ Musicians	Pitch Pulse Rhythm		*The Girl With The Flaxen Hair* 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		*The Power Of The Pentatonic Scale* 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		*Leave Her Johnny* (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		*Guangling Melody* (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

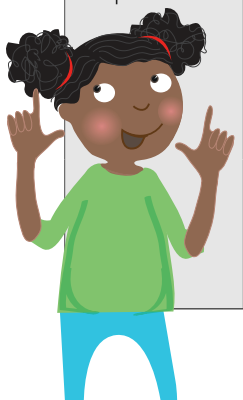


KEY KS1 NATIONAL CURRICULUM REQUIREMENTS

- 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 3, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Feeling the pulse and copying rhythmic patterns	Stretch, Stamp, Clap Ideal for a single session	★ To recognize and define the duration of different note values while maintaining a steady beat ★ To maintain movement accurately in time to music	Sing Listen Play Notation	Pulse Rhythm Tempo		*Oh Happy Day* performed by The Edwin Hawkins Singers	Coordination Funk Start The Day With Exercise The Vegetable Song Well Done!
	One Action Behind Ideal for a single session	★ To perform rhythmic actions to a steady pulse ★ To internalize pulse ★ To develop ensemble skills	Listen Play	Pulse Rhythm		Conductors in action	Coordination Funk The Vegetable Song This Day Walking To School Well Done!
	Find The Beat Ideal for a single session	★ To recognize and maintain a pulse in different time signatures ★ To develop ensemble skills ★ To identify musical characteristics of the waltz	Sing Listen Play	Pulse Rhythm Tempo		*On The Beautiful Blue Danube* by Strauss II Viennese Waltz performance	Coordination Funk In My Trolley Song Of Blessing These Simple Things
	How Does The Rhythm Go? Ideal for a single session	★ To perform body-percussion rhythms at various tempos	Sing Listen Play Compose	Pulse Rhythm Tempo		The Percussion Show	A Song You'll Love To Know! Warm The Brain
	I Can Play Ideal for 2 sessions	★ To combine simple rhythm patterns ★ To identify changes in musical texture ★ To maintain a simple rhythmic part in a group	Sing Listen Play Genre/History/Musicians	Pulse Rhythm Texture Tempo		Balinese Gamelan	I Can Play
2. Exploring call and response	Copy Cups Ideal for 1-2 sessions	★ To identify the first beat of a bar in $\frac{4}{4}$ ★ To copy and create simple call-and-response rhythm patterns ★ To create a rhythmic accompaniment to a song ★ To identify musical characteristics of disco music	Sing Listen Play	Pulse Rhythm Structure Tempo		*Everybody Dance* by Chic	Coordination Funk Medication Monday Morning
	Hear The Call Ideal for 1-2 sessions	★ To perform call-and-response songs ★ To identify the call-and-response structure of a song ★ To perform a part within an ensemble	Sing Listen Play Notation	Dynamics Pitch Rhythm Structure		*Shosholoza* (Traditional)	The Greeting The Road Building Song



YEAR 3, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Musical Jokes Ideal for 1-2 sessions	★ To identify the call-and-response structure of a song ★ To identify dynamics ★ To compose and perform call-and-response phrases ★ To identify the use of call and response in gospel music	Sing Listen Play Compose Notation Genre/History/ Musicians	Dynamics Rhythm Structure		*Oh Happy Day* performed by The Edwin Hawkins Singers	Can You? I'm OK! Knock, Knock! Who's There? Perfect Symmetry
3. Performing a simple rhythmic ostinato	Ostinato Blues Ideal for 1-2 sessions	★ To identify beats in a bar ★ To compose and perform a rhythmic ostinato ★ To listen to and compare versions of a song	Sing Listen Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Texture		*Hound Dog* by Elvis Presley, Eric Clapton and Willie Mae 'Big Mama Thorton'	New Day Blues The Brussel Sprout Blues
	Mystery Number Ideal for a single session	★ To internalize pulse and rhythm ★ To create rhythmic layers and perform these as a group	Sing Listen Play	Pitch Pulse Rhythm Texture Timbre		*'Hallelujah Chorus'* from *Messiah* by Handel	
	Human Drum Kit Ideal for 2 sessions	★ To perform rhythmic patterns together accurately and in time ★ To play polythythms on instruments as a group accurately and in time ★ To recognize some features of 1950s' rock 'n' roll music	Play Listen Sing Genre/History/ Musicians	Rhythm Texture Timbre		*Shake, Rattle and Roll* and *Rock Around The Clock* by Bill Haley and His Comets	Hey Diddle Diddle Rock Around The Shops Teddy-Bear Rock
	It's Wicked At Gran's! Ideal for 2 sessions	★ To carefully select sounds to accompany a poem ★ To perform a poem with instrumental accompaniment ★ To create and perform an ostinato accompaniment	Listen Play Compose	Pulse Rhythm Texture Timbre			It's Wicked At Gran's!



YEAR 3, TERM 1 – CONTENT COVERAGE (CONT.)

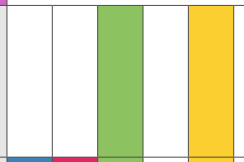
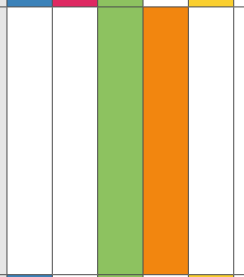
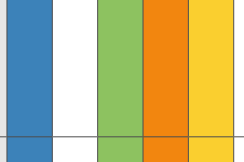
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Composing and notating rhythmic patterns	Cube Notation Ideal for a single session	★ To compose melodic patterns ★ To create a simple graphic score ★ To use informal notation	Sing Listen Play Compose Notation	Pitch Pulse Rhythm Structure			Coordination Funk Medication The Greeting The Road Building Song Well Done!
	Beat Monsters! Ideal for 1-2 sessions	★ To play rhythmic patterns ★ To identify rests in music ★ To compose rhythmic patterns ★ To use informal notation	Sing Listen Play Compose Notation	Pulse Rhythm			Doctor Onomatopoeia Make A Mummy The Greeting The Mince Pie Song When Santa Comes Down My Chimney
	Christmas Improvisation Ideal for 2 sessions	★ To improvise by varying dynamics, timbre and tempo ★ To interpret a graphic score	Sing Listen Play Improvise Notation	Dynamics Rhythm Structure Texture Tempo Timbre		Improvisation by Bobby McFerrin	Christmas Has Started Christmas Stocking Grab A Plastic Reindeer Pull A Christmas Cracker!



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

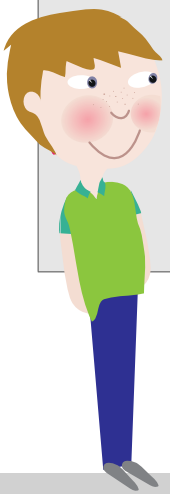
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 3, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Identifying the inter-related dimensions of music	Dynamic Actions Ideal for a single session	★ To recognize differences in dynamic levels in music ★ To define different dynamic levels using musical vocabulary	Sing Listen	Dynamics		Symphony No.5, first movement by Beethoven Piano Sonata No. 14 'Moonlight Sonata' by Beethoven	I'm Cross! Music Italiano Sing Anyway The Mouse And The Giant
	Dynamic Improvisation Ideal for a single session	★ To define different dynamic levels using musical vocabulary ★ To improvise sound effects using body percussion, voices and instruments ★ To control dynamics	Sing Listen Play Improvise	Dynamics Timbre			I'm Cross! Music Italiano Sing Anyway The Mouse And The Giant
	Musical Doodling Ideal for a single session	★ To use symbols to represent instrumental or vocal sounds ★ To identify and describe the inter-related dimensions of music	Sing Listen Notation	Articulation Dynamics Notation Pitch Pulse Rhythm Structure Tempo Texture Timbre		*'Winter'* from *The Four Seasons* by Vivaldi *Short Ride In A Fast Machine* by John Adams Hungarian Dances No. 5 and 6 by Brahms *Sabre Dance by* Khachaturian	The Doodling Song
2. Accompanying songs with suitable timbre and expression	We're Going Round The World Ideal for 2 sessions	★ To select suitable instruments to accompany a song ★ To identify instruments according to a criterion (e.g. instrument families, country of origin)	Sing Listen Play Genre/History/ Musicians	Rhythm Timbre		*Asturias (Leyenda)* by Albeniz	We're Going Round The World
	Suitably Samba! Ideal for 2 sessions	★ To identify instruments used in samba music ★ To select appropriate instruments according to their timbre ★ To perform simple samba rhythms	Sing Listen Play Genre/History/ Musicians	Rhythm Structure Timbre		Batucada	Ai Caramba Samba Harvest Samba
	Musical Instructions Ideal for a single session	★ To recognize and define different dynamics and articulation in music ★ To perform using different musical techniques ★ To use notation for dynamics and articulation	Sing Listen Notation Genre/History/ Musicians	Articulation Dynamics		*'Berceuse'* from *Dolly Suite* by Fauré *Pizzicato Polka* by Strauss II	Silly Donkey! Spider Music The Body Song
3. Creating sounds in response to a stimulus	Sound Actions Ideal for a single session	★ To begin to define and recognize different timbres of instruments ★ To improvise sounds in response to a stimulus ★ To play instruments with varied dynamics, articulation and tempo ★ To use musical vocabulary to describe sounds	Listen Play Improvise	Articulation Dynamics Timbre			Stretch And Grow What A Flexible Body!
	Poetry In Motion Ideal for 2 sessions	★ To explore and select suitable sounds to communicate mood and atmosphere ★ To vary the inter-related dimensions of music to achieve an intended effect ★ To identify some features of a symphonic poem	Listen Play Compose Genre/History/ Musicians	Articulation Dynamics Structure Tempo Timbre		*The Hebrides Overture 'Fingal's Cave'* by Mendelssohn *Nuages* by Debussy	Poetry in Motion The Love Of God For Us These Simple Things

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

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(3.)	Musical Phone Call Ideal for 1-2 sessions	★ To improvise sounds within a structure ★ To improvise sounds from a stimulus ★ To vary the inter-related dimensions of music to achieve an intended effect	Sing Listen Play Improvise	Articulation Dynamics Structure Texture Timbre		*Duetto buffo di due gatti* 'The Cat Duet' attrib. Rossini	All My Friends Seeds Of Friendship Special Friend
4. To compose music to communicate stories and settings	Musical Stories Ideal for 2 sessions	★ To recognize a range of timbres and dynamics ★ To experiment with creating layers of musical sound ★ To create a musical story using appropriate timbres and dynamics on instruments	Sing Play Improvise	Articulation Dynamics Structure Tempo Texture Timbre			A Healthy Life Dawn Chorus In The Band Pigs Oink-Oink The World Around Me
	Journey Into Space Ideal for 2-3 sessions	★ To visualize a story from a piece of music ★ To compose and perform a space sound-effect accompaniment ★ To use graphic notation to represent sounds	Play Improvise	Articulation Dynamics Structure Tempo Texture Timbre		*'Jupiter'* from *The Planets* by Holst *Deep Field* by Eric Whitacre *Three Million Light Years From Home* by John Williams	I'm Gonna Be An Astronaut! One Step On The Moon Space Music
	The Sound Of The Wind Ideal for 1-2 sessions	★ To recognize different instrumental timbres and their effects ★ To combine several layers of sound and describe the effect ★ To create and follow a graphic score	Play Compose Improvise Notation	Dynamics Structure Texture Timbre			The Sound Of The Wind
	Composition Wheels Ideal for 2 sessions	★ To recognize different instrumental timbres and their effects ★ To combine several layers of sound and describe the effect ★ To create and follow a graphic score	Sing Listen Play Compose Improvise Notation	Dynamics Structure Tempo Texture Timbre		*'Morning Mood'* from *Peer Gynt Suite No. 1* by Grieg	A Perfect Day In Spring As The Sun Rises Morning Has Broken New Day Sun Arise



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

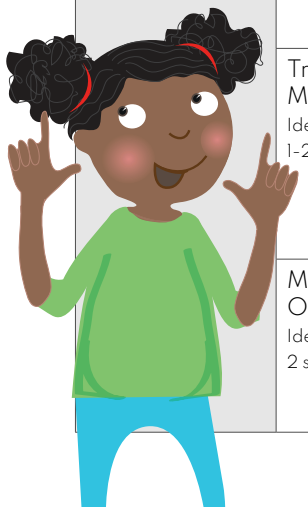
YEAR 3, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Describing and experimenting with pitch	Farewell Melodies Ideal for a single session	★ To recognize and describe changes in pitch ★ To pitch-match with growing accuracy ★ To compose a two-note melody based on the rhythm of words	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm		Prelude No. 18 by Weinberg - encore performance	Encore! Goodbye School Is Nearly Over So Long, Farewell, Cheerio!
	Identifying Pitch Ideal for a single session	★ To identify high-, mid- and low-pitched sounds ★ To listen to and recall a sequence of sounds ★ To represent pitch using actions and identify note names	Sing Listen Play	Pitch Structure		*The Skaters' Waltz* by Émile Waldteufel	Happy Sun High In 1666 Sunflowers Growing
	Pass The Solo Ideal for a single session	★ To sing a solo line ★ To recall pitch ★ To sing accurately with variations in dynamics, articulation and timbre	Sing Listen Genre/History/ Musicians	Articulation Dynamics Pitch Texture Timbre		Symphony No. 1 by Brahms *'No. 2 Adonai Roi'* from *Chichester Psalms* by Leonard Bernstein	Down, Down To The Allotment The 'Losing Things' Song
	Park Soundscape Ideal for 2 sessions	★ To use pitch to create an effect ★ To describe pitch ★ To compose motifs, using appropriate pitch and timbre	Sing Listen Play Compose	Pitch Structure Timbre		*'Let's Go Fly A Kite'* from *Mary Poppins* by Richard and Robert Sherman	Go To The Park The Park
2. Representing pitch	Pipe Cleaner Notation Ideal for a single session	★ To imitate and describe changes in pitch ★ To use graphic notation to represent pitch	Sing Listen Play Compose Notation	Pitch Rhythm Structure			
	Coin Notation Ideal for a single session	★ To begin to describe the shape of a melody ★ To use graphic notation to represent pitch ★ To gain an understanding of different forms of musical notation	Sing Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		*O Virgo Splendens* (Plainsong)	Healthy Heart Mr Jack-In-A-Box Sunflowers Growing
	Dotty Notation Ideal for a single session	★ To use listening skills to correctly order a sequence of notes (C D E) ★ To play music from graphic notation	Sing Listen Play Compose Notation	Pitch Structure			Un, Deux, Trois
	Dotty Call And Response Ideal for 2 sessions	★ To create simple call-and-response (question and answer) phrases ★ To represent music using graphic notation	Sing Listen Play Compose Notation	Dynamics Pitch Structure Tempo			Un, Deux, Trois



YEAR 3, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
3. Exploring the pentatonic scale	Pentatonic Improvisation Ideal for 2 sessions	★ To sing pentatonic songs ★ To improvise using the pentatonic scale	Sing Listen Play Improvise	Articulation Dynamics Structure Texture Timbre		*A La Claire Fontaine* (Traditional) *Skye Boat Song* (Traditional)	Just Five Notes
	Try A Pentatonic Scale Ideal for 2 sessions	★ To recognize and play a pentatonic scale ★ To improvise and compose a pentatonic melody ★ To perform an ostinato accompaniment on tuned percussion ★ To compose a melody to reflect the mood of the lyrics	Sing Listen Play Compose Improvise	Dynamics Pitch Rhythm Tempo Timbre		Symphony No.9 by Beethoven	Sing Something Silly! Try And Try Again
	Pentatonic Haiku Ideal for 2 sessions	★ To work as a class to compose a pentatonic melody for a haiku ★ To perform a pentatonic melody ★ To read informal notation (note names)	Play Improvise	Pitch Rhythm Structure		*Acadian Lullaby* (Traditional)	
4. Performing songs with tuned accompaniments	In Harmony Ideal for 1-2 sessions	★ To perform a simple harmony ★ To maintain a part in an ensemble	Sing Listen Play	Pitch Rhythm Structure		*'Hallelujah Chorus'* from Messiah by Handel *'Barcarolle'* from *The Tales of Hoffmann* by Offenbach	Just Sing! Music Matters
	Trip-Trap Melody Ideal for 1-2 sessions	★ To play a simple melody using rhythmic notation ★ To understand the note values of crotchets,quavers and minims ★ To maintain a part in an ensemble	Sing Listen Play	Pitch Pulse Rhythm Structure		*'March Of The Trolls'* from *Lyric Pieces* by Grieg	Trip, Trip-Trap
	Melodic Ostinato Ideal for 2 sessions	★ To play a melodic ostinato ★ To play melodies and rhythms accurately and in time together as an ensemble	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture			The Gift Of The Nile The Road Building Song



YEAR 3, TERM 3 – CONTENT COVERAGE (cont.)

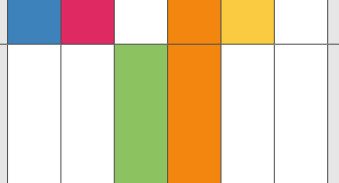
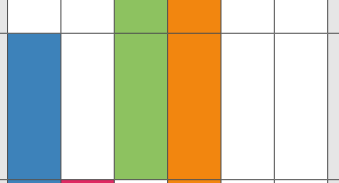
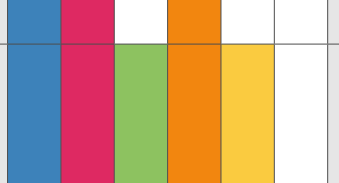
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Musical Interludes Ideal for 2 sessions	★ To combine ostinato patterns ★ To perform a melodic tuned ostinato ★ To compose a musical interlude for a performance	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture		*'Intermezzo'* from *Cavalleria Rusticana* by Mascagni	Are You Ready For Some Summer Fun? Don't Forget Your Sun Cream Fun At The Seaside Start The Celebrations What I Love Best On A Summer's Day
	Plan A Performance Ideal for 2-3 sessions	★ To prepare songs for performance ★ To suggest ways to improve a performance	Sing Listen Play Genre/History/ Musicians	Articulation Dynamics Structure Tempo Texture		*'There's No Business Like Show Business'* from *Annie Get Your Gun* by Irving Berlin	Your choice of songs from Year 3 Encore! Note To The Audience



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 4, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Copying rhythmic patterns and performing together	One Action Behind Ideal for a single session	★ To perform rhythmic actions to a steady pulse ★ To internalize pulse ★ To develop ensemble skills	Listen Play	Pulse Rhythm		Symphony No. 6, third movement by Tchaikovsky	Coordination Funk Food Colours Start The Day With Exercise The Vegetable Song Walking To School
	Bouncy Waltz Ideal for a single session	★ To identify the first beat of a bar in $\frac{3}{4}$ ★ To maintain a steady beat accurately and in time with balls and percussion instruments in $\frac{3}{4}$	Listen Play Genre/History/ Musicians	Pulse Rhythm Tempo		*'Waltz No. 2'* from *Jazz Suite No. 2* by Shostakovich *'Waltz'* from *Masquerade Suite* by Khachaturian	Come To The Globe Hibernation Just The Same Thank You For Loving Me
	Call-And-Response Cups Ideal for 2 sessions	★ To identify the first beat of a bar in $\frac{4}{4}$ ★ To copy and create simple call-and-response rhythm patterns ★ To create a rhythmic accompaniment to a song	Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Tempo		*Jambo* recorded by Ella Jenkins	Alfred The Great Build A Fort Coordination Funk Medication Monday Morning
	Rhythm Grids Ideal for a single session	★ To read and perform rhythms accurately and in time using body percussion ★ To recall vocabulary of different tempos in music and apply them accurately ★ To compose rhythmic patterns and perform at different tempos	Listen Play Notation Compose	Pulse Rhythm Tempo		*'In The Hall of the Mountain King'* from *Peer Gynt* by Grieg	Join In The Dance Moving To The Music The School Rule Song
2. Exploring notation	Introducing Note Values Ideal for a single session	★ To recognize and define the duration of different note values while maintaining a steady beat ★ To maintain movement accurately in time to music	Listen Play Notation	Pulse Rhythm Tempo			Coordination Funk Start The Day With Exercise The Vegetable Song Well Done!
	Recognizing Note Lengths Ideal for 2 sessions	★ To recognize and define the duration of different note values while maintaining a steady beat ★ To maintain movement accurately in time to music	Listen Play Notation	Pulse Rhythm Tempo			Down, Down To The Allotment Sing A Song In Unison The Harvest Of The Whole World Well Done!
	Rhythm Pizzas Ideal for 1-2 sessions	★ To recognize the duration of different note values ★ To create and perform a rhythmic accompaniment ★ To experiment with different rhythmic structures	Play Notation Compose	Pulse Rhythm Structure			Doing Our Bit For The Nation Pizza! Pizza Pieces Space (If I Had A Rocket) We're Going To The Country
	Four Beats In A Bar Ideal for 2 sessions	★ To identify rhythms from song lyrics ★ To compose a sequence of four-beat rhythms using minims, crotchets and quavers ★ To recognize how the dimensions of music are used to establish mood and atmosphere ★ To identify instruments in the string family	Listen Play Notation Compose Genre/History/ Musicians	Articulation Dynamics Pulse Rhythm Structure Tempo Timbre		*Lyric For Strings* by George Walker	Sometimes I Wonder

YEAR 4, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
3. Sticking to my part	Drum Away Ideal for 2-3 sessions	★ To perform a rhythmic ostinato ★ To perform instrumental polyrhythms accurately as an ensemble ★ To control dynamics	Sing Listen Play	Dynamics Rhythm Texture			Seeds of Friendship Sing A Song In Unison The Vegetable Song
	Samba Band Ideal for 2 sessions	★ To perform individual rhythms accurately and in time on instruments ★ To play instrumental polyrhythms accurately and in time as an ensemble ★ To identify instruments used in samba music ★ To select instruments according to their timbre	Sing Listen Play Genre/History/ Musicians	Rhythm Structure Timbre		*Magalenha* by Sergio Santos Mendes	Ai Caramba Samba Harvest Samba
	More Mystery Numbers Ideal for 1-2 sessions	★ To internalize pulse and rhythm ★ To maintain an independent part in an ensemble ★ To perform rhythmic patterns together accurately and in time	Listen Play Notation	Pulse Rhythm Texture Timbre			
	I Like… Ideal for 1-2 sessions	★ To maintain an independent part in an ensemble ★ To lead a call-and-response chant in small groups ★ To recognize and use different articulation, dynamics and tempos when playing instruments	Sing Listen Notation Improvise Genre/History. Musicians	Articulation Dynamics Pulse Rhythm Tempo			Different Drums I'm OK! This Is Me!
4. Composing in a rhythmic framework	This Is Me! Ideal for 1- 2 sessions	★ To compose a verse of a song following a rhythmic structure ★ To perform a rhythmic ostinato	Sing Listen Compose	Pulse Rhythm Structure Texture			This Is Me!
	Beatbox Ideal for 1-2 sessions	★ To create vocal beatbox sounds that imitate the timbre of a drum kit ★ To perform beatbox sounds using polyrhythms as a group ★ To compose and perform a rap accurately and in time with a beatbox accompaniment	Sing Listen Notation Compose	Pulse Rhythm Structure Texture Timbre		*Beatbox Ventriloquism* by Beardyman	A Great Big Change Give It All You've Got

YEAR 4, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Festive Phrases Ideal for 2 sessions	★ To compose music using spoken phrases ★ To combine musical layers ★ To develop a rhythmic composition ★ To follow graphic notation ★ To vary dynamics, tempo and articulation to enhance a performance	Sing Listen Play Improvise Compose Notation	Articulation Dynamics Rhythm Pulse Structure Texture Tempo		*Carol Symphony* by Hely-Hutchinson	Ding Dong! Ding Dong! Merrily On High Joy To The World O Come All Ye Faithful O Little Town Of Bethlehem
	Rhythmic Layers Ideal for 2 sessions	★ To compose music using spoken phrases ★ To combine musical layers ★ To develop a rhythmic composition ★ To follow graphic notation ★ To vary dynamics, tempo and articulation to enhance a performance	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Pulse Structure Texture Tempo		*'Little' Fugue in G minor* by J.S. Bach	In The Band Just Sing! Life Is A Song Music Italiano Sing - Just Because We Can! Sing Anyway The Bonkers Song
	Character Motifs Ideal for 2 sessions	★ To perform a rhythmic motif ★ To vary timbre, articulation, pitch, dynamics and tempo ★ To structure a composition ★ To perform as an ensemble	Sing Listen Play Compose Notation	Articulation Dynamics Rhythm Pulse Structure Texture Timbre		*Symphony No.5* by Beethoven	I Like Books!



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

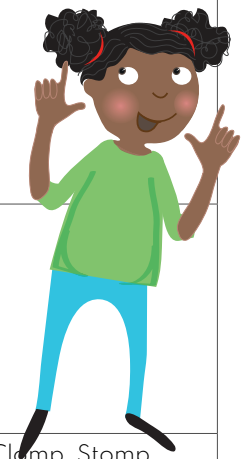
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 4, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring instrumental timbre and instrument families	Instrument Families Ideal for a single session	★ To recall instruments of all orchestral families: strings, woodwind, brass and percussion ★ To recognize different timbres of instruments: metallic, wooden, high-/low-pitched, stringed, untuned/tuned percussion	Sing Listen Genre/History/ Musicians	Articulation Timbre			In The Band We're Going Round The World
	Instruments Of The Orchestra Ideal for 2 sessions	★ To recognize and define the instrumental families in an orchestra ★ To recognize and define timbres of different instruments ★ To recognize and recall the structure of a piece of music	Listen Notation Genre/History/ Musicians	Structure Timbre		*The Young Person's Guide To The Orchestra* by Benjamin Britten	Composer Fun Facts Fireworks (Warm Up) Please Miss!
	A Musical Journey Ideal for 1-2 sessions	★ To recognize and define a range of timbres ★ To use appropriate timbres and dynamics on instruments ★ To create a journey soundscape	Compose Listen Notation Play Genre/History/ Musicians	Dynamics Structure Timbre		*'Vltava'* from *Má Vlast* by Smetana *Kočka leze dírou* (Traditional)	Living and Learning On The Move Round The Bend The Gift Of The Nile Walk To School
2. Exploring major and minor tonalities	Major Or Minor? Ideal for a single session	★ To begin to recognize major and minor tonalities 	Sing Listen	Pitch Tempo Timbre Tonality		Piano Sonata No. 14 'Moonlight' by Beethoven Toccata and Fugue in D minor by J. S. Bach *Eine Kleine Nachtmusik* by Mozart *'Hallelujah Chorus'* from *Messiah* by Handel	Mary's Song Sad Song (In Winter) Song Of The Wives Today Is The Start
	Melancholic Music Ideal for 1-2 sessions	★ To begin to recognize major and minor tonalities ★ To create musical ideas to communicate different moods ★ To orgnaize sounds in a musical structure	Sing Listen Play Compose Notation	Dynamics Pitch Rhythm Tempo Timbre Tonality		*Eleanor Rigby* and *Ob-La-Di, Ob-La-Da* by The Beatles	
	Major And Minor Call And Response Ideal for 1-2 sessions	★ To begin to recognize major and minor tonalities ★ To play major and minor chords ★ To perform call-and-response rhythms	Sing Listen Play Compose Notation	Pitch Rhythm Tonality			Florence Nightingale Great Explorers Song Of The Wives

YEAR 4, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
3. Recognizing and responding to musical instructions	Lead And Follow Ideal for 1-2 sessions	★ To recognize the difference between staccato and legato articulation ★ To control dynamics ★ To explore vocal timbre ★ To lead an ensemble	Sing Listen	Articulation Dynamics Pulse Timbre			I'm Cross!
	Scarfing Around Ideal for a single session	★ To recognize the difference between staccato and legato articulation ★ To perform a dance sequence in response to staccato and legato articulation ★ To identify the structure of a piece of music	Sing Listen	Articulation Structure		*'Kangaroos'* from *The Carnival of the Animals* by Saint-Saëns	It's Nearly Playtime
	Kandinsky Improvisation Ideal for 1-2 sessions	★ To improvise sounds, varying timbre, dynamics, rhythm, pitch and tempo ★ To follow a graphic score ★ To play as an ensemble ★ To lead an ensemble	Listen Improvise Genre/History/ Musicians	Dynamics Pitch Rhythm Tempo Timbre		*'Heil, Konig Heinrich!'* from *Lohengrin* by Wagner	
	Sound Movement Improvisation	★ To improvise sounds, varying timbre, dynamics, rhythm, pitch and tempo ★ To lead performance directions	Listen Play Improvise	Dynamics Pitch Rhythm Tempo Timbre			Clomp, Stomp Coordination Funk March To The Beat Warm The Brain
4. Composing in a structure	AB Structure Ideal for a single session	★ To recognize and recall the structure of a piece of music ★ To compose music following an AB structure	Sing Listen Compose Genre/History/ Musicians	Dynamics Pulse Rhythm Structure			All Things Bright And Beautiful Make A Mummy What Goes In, Must Come Out Where On Earth Is My Philtrum?



YEAR 4, TERM 2 – CONTENT COVERAGE (CONT.)

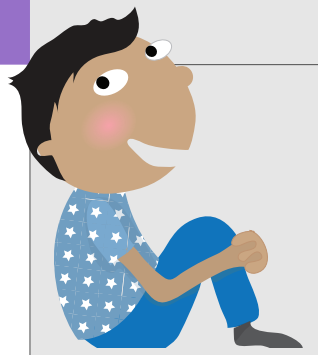
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Musical Antonyms Ideal for 2 sessions	★ To recognize and recall the structure of a piece of music ★ To explore techniques to vary dynamics, articulation, pitch and tempo ★ To describe sounds using appropriate musical vocabulary ★ To compose music following an AB structure	Sing Play Listen	Articulation Dynamics Pitch Structure Tempo		*Blowin' In The Wind* by Bob Dylan *Heidenröslein* by Schubert	All Things Bright And Beautiful Make A Mummy What Goes In, Must Come Out Where On Earth Is My Philtrum?
	Catchy Chorus Returns Ideal for 2-3 sessions	★ To create music with contrasting sections ★ To recognize a rondo structure ★ To follow a graphic score	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Structure Tempo Timbre		*Für Elise* by Beethoven	Spring Chicken Spring Into Action Spring Fever! Wake Up!
	Musical Top Trumps Ideal for 2-3 sessions	★ To compose musical motifs ★ To assign musical characteristics to characters, justifying choices ★ To organize musical ideas into a structure	Play Compose	Articulation Dynamics Pitch Rhythm Structure Tempo Timbre			Fee, Fi, Fo, Fum Have You Heard The Story?



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

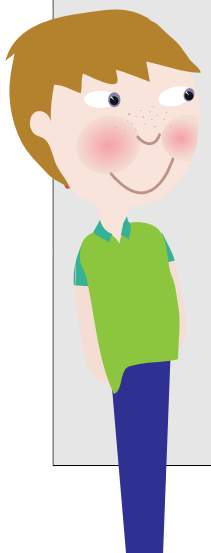
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 4, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Describing and internalizing pitch	Up And Down The Stairs Ideal for a single session	★ To recognize and describe direction of pitch ★ To internalize pitch ★ To represent pitch using actions and staff notation	Sing Listen Play Notation	Pitch Tempo		*Alap In Raag Desh* (Indian Classical)	Take A Major Scale
	Ascending Or Descending? Ideal for a single session	★ To recognize direction of pitch accurately ★ To use musical vocabulary to describe changes in pitch ★ To recognize how melodies can be used as a 'call to action'	Sing Listen Genre/History/ Musicians	Pitch		'Lights Out' bugle call *Last Post* and *Rouse* *Fanfare For The Common Man* by Copland	Memories The Grasshopper Song Why Worry?
	Thinking Voice Ideal for a single session	★ To internalize pitch, rhythm and melody ★ To sing musical phrases with accurate tuning ★ To follow performance directions	Sing Listen	Pitch Pulse Rhythm			Composer Fun Facts Conkers! Coordination Funk 8 Times Funk 7 Times Table 12 Times Table The 'Good Times' Tables The School Rule Song Wake Up!
	Missing Words Ideal for a single session	★ To internalize pitch and melody ★ To perform movements to a steady pulse	Sing Listen	Pitch Pulse Rhythm		*Hora Medura* (Israeli Folk Dance)	Moving To The Music That's The Way We're Put Together
2. Composing and improvising with a given range of notes	Pentatonic Lucky Dip Ideal for 1-2 sessions	★ To recognize a pentatonic scale ★ To create pentatonic music ★ To begin to recognize features of aleatoric music	Sing Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure Texture Timbre		*In C* by Terry Riley	Just Five Notes
	Flowers In Spring Ideal for 1-2 sessions	★ To improvise on instruments using notes from the F major pentatonic scale ★ To maintain a part in an ensemble ★ To compose and notate a pentatonic melody	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Pitch Pulse Rhythm Texture		*Zousan* (Japanese Traditional) *Auld Lang Syne*, lyrics by Robert Burns (composer Anon.)	Cause To Be Grateful

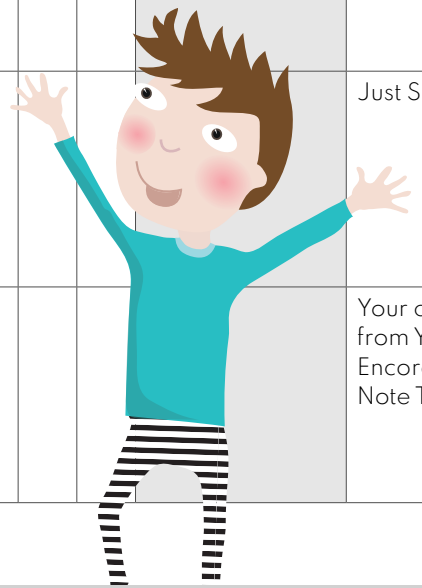
YEAR 4, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Call-And-Response Melodies Ideal for 2 sessions	★ To perform on an instrument in time as an ensemble ★ To perform call-and-response patterns ★ To improvise a melodic response	Sing Listen Play Improvise Genre/History/ Musicians	Pitch Rhythm Structure		Papageno/Papagena duet from *The Magic Flute* by Mozart	Funny Sunny Song Knock, Knock! Who's There? Song Of The Social Classes We're Here Again
3. Composing and notating melodies	Longer Than The Line Before! Ideal for 2 sessions	★ To describe the shape of a melody ★ To use graphic notation to represent pitch ★ To recognize the structure of a cumulative song	Sing Listen Notation Genre/History/ Musicians	Pitch Structure		*The Twelve Days Of Christmas* (Traditional)	I Got A Little Dog In My Garden In The Jungle It's A Spring Thing! The Harvest List The Mad Moon Song The Marching Band
	Leaping And Stepping! Ideal for 1-2 sessions	★ To use graphic notation to represent pitch and duration ★ To identify and describe changes in pitch ★ To identify monophonic texture in contrasting pieces of music	Listen Compose Notation Genre/History/ Musicians	Pitch Rhythm Texture		*O Euchari* by Hildegard of Bingen *Bushes And Briars* (Traditional Folk Song)	Wet Play Yodelling
	Two-Bar Melodies Ideal for 2 sessions	★ To play a simple melody using rhythmic notation ★ To create two-beat rhythms ★ To understand the note values of crotchets, quavers and minims	Sing Listen Play	Dynamics Pitch Pulse Rhythm			Lovely Summer's Day
	Class Conducting Ideal for a single session	★ To follow graphic notation ★ To play as part of an ensemble ★ To lead an ensemble ★ To use dynamics to enhance a performance	Sing Play Notation Genre/History/ Musicians	Dynamics Pitch		*The Rite Of Spring* by Stravinsky	Living And Learning Sing Anyway



YEAR 4, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Exploring song structure and preparing for performance	Song Structure Ideal for 2 sessions	★ To begin to recognize and define how music is ordered into different sections ★ To prepare a song for performance ★ To follow performance directions	Sing Play Notation Genre/History/ Musicians	Dynamics Pitch Structure		*O Waly, Waly* (Traditional): three arrangements by Benjamin Britten, Eva Cassidy and John Rutter	Every Brand New Day This Day
	Songwriter Ideal for 2 sessions	★ To recognize the structure of a song ★ To recognize rhythmic syllable placement in music ★ To prepare songs for performance	Sing Compose	Pitch Rhythm Structure			When I Grow Up
	Lyrics Ideal for 2 sessions	★ To recognize recurring rhythm and rhyme patterns in lyrics ★ To compose lyrics within a given rhythmic and rhyming scheme ★ To prepare a song for performance	Sing Listen Play	Pitch Rhythm			Just Sing!
	Let's Perform! Ideal for 2-3 sessions	★ To prepare songs for performance ★ To suggest ways to improve a performance	Sing Genre/History/ Musicians	Dynamics Articulation Structure Texture			Your choice of songs from Year 4 Encore! Note To The Audience



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 5, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring time signatures and performing together	Pass The Beanbag Ideal for a single session	★ To recognize and maintain a pulse in different metres ($\frac{4}{4}$ and $\frac{3}{4}$ time)	Sing Listen	Pulse Rhythm		*Al Citron* (Traditional)	Coordination Funk Just The Same Thank You For Loving Me Ubuntu Who Was William Shakespeare? Wouldn't It Be Funny?
	The Rhythm Of Life Ideal for 1-2 sessions	★ To perform rhythms accurately and in time as an ensemble ★ To perform a canon ★ To identify note values and follow rhythmic notation	Sing Listen Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Timbre			Living And Learning R.H.Y.T.H.M. The Rhythm Of Life Time For Everything
	Noodle Dance Ideal for 2 sessions	★ To feel the difference between time signatures ($\frac{3}{4}$ and $\frac{4}{4}$) ★ To perform rhythms accurately and in time as an ensemble ★ To compare traditional folk dances from around the world	Sing Listen Notation Genre/History/ Musicians	Pulse Rhythm		Basque Stick Dance (Traditional) Victorian Morris Dance (Traditional)	Build A Fort Doing Our Bit For The Nation Elizabethan Music Thank You For Loving Me The Cow Appreciation Song These Simple Things
	Elizabethan Dance Ideal for 2 sessions	★ To perform a rhythmic accompaniment in $\frac{3}{4}$ time ★ To copy rhythmic patterns accurately ★ To identify some characteristics of Elizabethan music	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Tempo Timbre		*Galliard* (Traditional) *Dances For Broken Consort* by Morley	Come To The Globe Elizabethan Music Ful-de-lul-de-loo! Who Was William Shakespeare?
	Hot Potato Ideal for a single session	★ To recognize and maintain a pulse in different metres ($\frac{4}{4}$ and $\frac{3}{4}$ time) ★ To recognize some characteristics of minuets and polkas	Sing Listen Play Notation Genre/History/ Musicians	Pulse Tempo		*Jenny Lind Polka* (Traditional) *Minuet* by Boccherini	Child In A Manger Born Come To The Globe Elizabethan Music Just The Same
2. Performing rhythms expressively	Colour Palette Dynamics Ideal for a single session	★ To listen to and copy rhythmic patterns ★ To use dynamics expressively in performance ★ To use musical vocabulary to describe dynamics ★ To recognize some characteristics of music from the Romantic period	Sing Listen Play Notation	Dynamics Pulse Rhythm Timbre		Piano Concerto No. 2, first movement by Rachmaninoff	Fiesta Give Yourselves A Clap
	Tabletop Percussion Machine Ideal for 1-2 sessions	★ To recognize and define a range of timbres ★ To create and perform rhythmic patterns ★ To organize rhythmic ideas within a structure	Sing Listen Play Improvise	Dynamics Pulse Rhythm Structure Timbre			Coordination Funk R.H.Y.T.H.M. Rock Around The Shops The Sand Dance

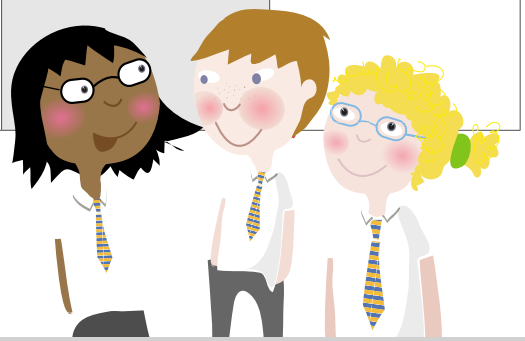
YEAR 5, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	National Anthems Ideal for 1-2 sessions	★ To copy rhythms accurately ★ To follow rhythmic notation ★ To use dynamics in performance ★ To identify characteristics of a national anthem	Sing Listen Play Notation Genre/History/ Musicians	Dynamics Rhythm Pulse		Welsh National Anthem: *Land Of My Fathers* Polish National Anthem Japan National Anthem	The National Anthem
	Musical Motifs Ideal for 2 sessions	★ To sing and play percussion with changes in tempo, articulation, dynamics, pitch and timbre ★ To use the inter-related dimensions of music to evoke mood and atmosphere	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Pulse Rhythm Structure Timbre		Symphony No. 5, first movement by Beethoven *Smoke On The Water* by Deep Purple *'Hedwig's Theme'* from *Harry Potter And The Philosopher's Stone* by John Williams	
3. Exploring rhythmic texture	Rhythmic Layers Ideal for a single session	★ To maintain an independent part in an ensemble ★ To perform rhythms accurately ★ To experiment with rhythmic texture	Listen Play Compose Notation	Dynamics Pulse Rhythm Texture Timbre		*Clapping Music* by Steve Reich	Clomp, Stomp Crazy Clapping
	Rhythm Wall Ideal for 1-2 sessions	★ To perform rhythms as an ensemble ★ To recognize the difference between a sparse and a dense texture ★ To experiment with musical texture when singing songs	Sing Listen Play Notation	Pulse Rhythm Texture		Flash Mob Performances: *Grease* *Lean On Me* *Bolero*	I Have A Song To Sing One Little Voice Seeds Of Friendship
	Watch The Conductor Ideal for 2 sessions	★ To maintain rhythms accurately and in time as a group ★ To perform polyrhythms accurately and in time with others ★ To follow accurately the directions of a conductor, with an understanding of dynamic contrasts	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture		*Bolero* by Ravel	Time For Everything
	Syncopated Rhythms Ideal for a single session	★ To recognize a syncopated rhythm ★ To maintain a syncopated rhythm accurately and in time as a group	Sing Listen Play	Pulse Rhythm Structure Texture			Calypso Carol Christmas Has Started Harvest Samba When It's A Sunny Day 'S No Problem Sing Yourself A Happy Song



YEAR 5, TERM 1 – CONTENT COVERAGE (CONT.)

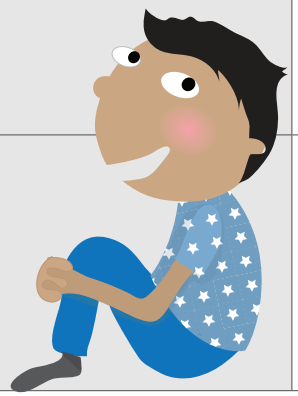
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Creating and notating musical texture	Crazy Clapping Improvisation Ideal for 1-2 sessions	★ To follow rhythmic patterns accurately ★ To follow graphic notation ★ To experiment with musical texture ★ To create a class improvisation	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Texture		*Peter Gunn Theme* by Henry Mancini *The Pink Panther Theme* by Henry Mancini	Crazy Clapping
	Video-Call Composition Ideal for 2-3 sessions	★ To experiment with musical texture ★ To create graphic notation ★ To describe the structure of a piece of music ★ To research information about significant composers	Sing Listen Play Compose Notation Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture Timbre		Horn Concerto No. 4, third movement by Mozart *Water Music, Suite No. 3*, third movement by Handel *Brandenburg Concerto No. 5*, third movement by J. S. Bach Symphony No. 5, first movement by Beethoven	Composer Fun Facts
	Recycled Rhythms Ideal for 2 sessions	★ To experiment with rhythmic texture ★ To create graphic notation ★ To investigate different ways of classifying instruments ★ To describe the timbre of instruments	Sing Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Tempo Texture Timbre		*Fish Bucket* by Weapons of Sound	Recycle Me Recycle It!



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 5, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Developing an understanding of the inter-related dimensions and musical vocabulary	Musical Ingredients Ideal for a single session	★ To identify and describe the inter-related dimensions of music (pitch, dynamics, rhythm/duration, tempo, timbre, articulation) ★ To use the inter-related dimensions of music to enhance a performance ★ To recognize Italian musical vocabulary	Sing Listen Improvise Notation	Articulation Dynamics Pitch Rhythm Tempo Timbre			I'll Sing This Song Music Italiano
	Italiano Ideal for a single session	★ To recognize and use Italian musical vocabulary ★ To vary tempo, dynamics and articulation when singing ★ To follow musical directions	Sing Listen Genre/History/ Musicians	Articulation Dynamics Tempo		Trumpet Concerto, third movement by Haydn '*Largo*' from *Xerxes* by Handel Piano Sonata No. 14 'Moonlight' by Beethoven Symphony No. 9 'From The New World', second movement by Dvořák '*Summer*' from *The Four Seasons* by Vivaldi	I'll Sing This Song Music Italiano
	Symbols And Colours Ideal for 2 sessions	★ To listen to and describe how the dimensions of music are used in a piece of music ★ To use musical vocabulary associated with timbre, tempo and dynamics ★ To devise graphic notation in response to music	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Tempo Timbre		'*Artikulation*' by Ligeti '*Cellogram*' from *Postal Pieces* by James Tenney *Postcard Pieces* by Deborah Pritchard, Will Darkin, Samantha Fernando, Helen Darkin, James Joslin and Bethany Porter Lewis, performed by Louise McMonagle	Today
	Meet The Artists Ideal for a single session	★ To listen to and describe how the dimensions of music are used in a piece of music ★ To recognize changes in musical style ★ To create artwork in response to features in a piece of music	Sing Listen Notation Genre/History/ Musicians	Articulation Notation Pitch Rhythm Tempo Texture Timbre		*English Folk Song Suite* by Vaughan Williams	Take 5 Styles
2. Improvising musical patterns	Beat Improv-isation Ideal for a single session	★ To create sounds using voices and body percussion ★ To improvise sounds to a four-beat pulse ★ To develop ensemble skills, playing sounds accurately and together	Listen Play Improvise	Articulation Pitch Rhythm Timbre			Coordination Funk New Day Blues Monday Morning Song Of Blessing Start The Day With Exercise Thank You For Loving Me The 'Good Times' Tables (Any Table)

YEAR 5, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Mind The Gap Ideal for 2 sessions	★ To identify the call-and-response structure of a song ★ To improvise rhythmic patterns to a four-beat pulse ★ To develop ensemble skills, playing accurately and together	Sing Listen Play Improvise	Dynamics Pitch Pulse Rhythm Structure		*'I'd Do Anything'* from *Oliver!* by Lionel Bart	A Song You'll Love To Know! Music Makes The World Go Round Song Of The Social Classes Thank You God The Road Building Song
	Musical Conversations Ideal for 2 sessions	★ To play call-and-response rhythms ★ To improvise rhythmic patterns, performing to a steady pulse ★ To develop ensemble skills, playing accurately and together	Listen Play Improvise Genre/History/ Musicians	Dynamics Rhythm Structure Timbre		Trumpet Concerto, first movement cadenza by Haydn Concerto for Turntables and Orchestra by Gabriel Prokofiev	At The Cross Music Makes The World Go Round Thank You God
	Improvising Melodies Ideal for 2 sessions	★ To play an improvised instrumental 'response' on pitched percussion ★ To improvise simple melodies over four beats	Sing Play Improvise	Pitch Rhythm Structure		Spontaneous Inventions by Bobby McFerrin	Springtime
3. Exploring Jazz	That's Jazz Ideal for 1-2 sessions	★ To recognize some stylistic features of jazz music ★ To find out about influential jazz musicians ★ To sing songs with an awareness of style	Sing Listen Genre/History/ Musicians	Pitch Rhythm Timbre		*Heebie Jeebies* or *Indiana* by Louis Armstrong And His Hot Five	In The Band Jazz Is Cool Shoo-be-doo-ah
	Scat Ideal for 2 sessions	★ To explore vocal timbre, imitating instrumental sounds ★ To compose rhythms using 'scat' sounds ★ To use the inter-related dimensions of music (timbre, dynamics, structure, tempo) in a composition ★ To gain an understanding of 'scat' singing as a feature of jazz and blues music	Sing Listen Compose Improvise Genre/History/ Musicians	Dynamics Pitch Rhythm Structure Tempo Timbre		*How High The Moon* performed by Ella Fitzgerald *Take The 'A' Train* performed by Duke Ellington and His Orchestra *Heebie Jeebies* performed by Louis Armstrong And His Hot Five	In The Band Jazz Is Cool Shoo-be-doo-ah
	Scat Improvisation Ideal for 1- 2 sessions	★ To improvise melodies musically and in time using 'scat' syllables	Sing Listen Improvise Genre/History/ Musicians	Pitch Rhythm Timbre		*One Note Samba* performed by Ella Fitzgerald	Have You Heard? (He Has Risen!) Something Special

YEAR 5, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Composing and notating music inspired by lyrics and poetry	Volcano Ideal for 2-3 sessions	★ To use the inter-related dimensions of music expressively when composing ★ To identify how music can be used to create an atmosphere or mood ★ To create and perform from a graphic score	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Texture Tempo Timbre		*Artikulation* by Ligeti *'Clair de lune'* from *Suite Bergamasque* by Debussy	Volcano
	Word Work-Out! Ideal for 2 sessions	★ To use voices creatively, making subtle changes to vocal timbre to achieve an effect ★ To use the inter-related dimensions expressively when composing ★ To create graphic notations	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Structure Texture Tempo Timbre Tonality		*'The Hut On Fowl's Legs'* from *Pictures At An Exhibition* by Mussorgsky	The Synonym Song Wonderful Words
	Composing From Lyrics Ideal for 2 sessions	★ To play a melody to accompany a song using standard notation ★ To compose music inspired by song lyrics over a simple melodic accompaniment ★ To represent musical ideas using a combination of standard and graphic notation ★ To recognize how music can establish mood and atmosphere	Sing Listen Play Compose Notation	Articulation Dynamics Notation Pitch Rhythm Structure Texture Timbre		*Piece Peace* by Bill Evans	Crazy Clapping Memories That's The Way We're Put Together Warm The Brain When Morning Comes



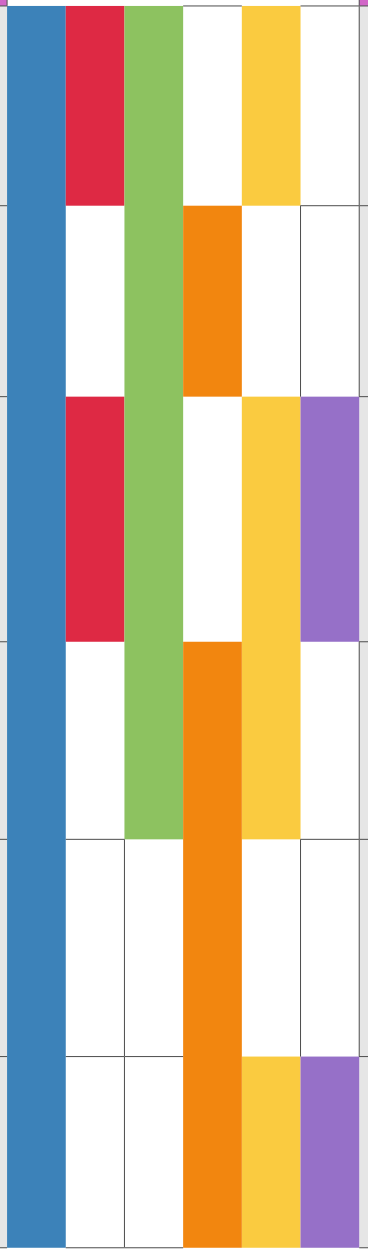
KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 5, TERM 3 – CONTENT COVERAGE

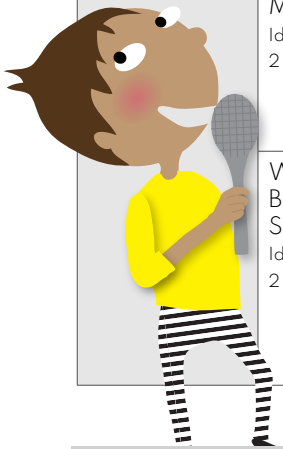
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring melodic layers	Round We Go Ideal for a single session	★ To maintain a part in a group when singing ★ To perform a simple round ★ To sing with a good awareness of pitch	Sing Listen	Pitch Rhythm Structure Texture		*Canon In D* by Pachelbel	Poor Little Pluto School Is Nearly Over Tick Tock (The Clocks Go Forward)
	Round And Round Ideal for a single session	★ To identify the structure of a round ★ To identify phrases in a round ★ To sing in two parts, identifying the difference between unison and harmony singing ★ To compare rounds	Listen Sing Genre/History/ Musicians	Pitch Structure Timbre		*Three Blind Mice* (Traditional) *Three Country Dances In One* (Traditional compiled by Thomas Ravenscroft)	School Is Nearly Over
	Layers Ideal for 1-2 sessions	★ To sing a song in parts ★ To describe how melodies fit together and produce harmony ★ To develop listening skills when performing as a group	Sing Listen	Pitch Pulse Rhythm Structure Texture		'*One Day More*' from *Les Misérables* by Alain Boublil and Claude-Michel Schönberg Live Looping by Reinhardt Buhr	I Got A Little Dog In The Band The Bonkers Song We Sing Your Praise
	Play A Round Ideal for a single session	★ To identify the structure of a round ★ To play phrases from a round ★ To play a round in two parts	Sing Listen Play Notation Genre/History/ Musicians	Pitch Structure Timbre		*Frère Jacques* (Traditional) performed by Mundwerk	I Love To Sing! I Went To The Shop Sing A Round Start The Day With Exercise
2. Exploring scales, intervals and chords	Melodies From Words Ideal for 1-2 sessions	★ To identify scalic patterns ★ To compose simple melodies ★ To notate melodies using informal and standard notation	Sing Listen Play Notation	Dynamics Pitch Rhythm Tempo			Celebrate Life Today! Chocolate Take A Major Scale
	Try A Triad Ideal for a single session	★ To play triads based on a major scale ★ To hear the difference between major and minor chords ★ To play a scale following letter and staff notation	Sing Listen Play Notation	Pitch Structure Tonality			Harmony Our Time To Shine Ubuntu

YEAR 5, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Exploring Intervals Ideal for a single session	★ To hear the difference between musical intervals ★ To identify, play and sing musical intervals ★ To begin to recognize intervals that are consonant or dissonant	Sing Listen Play Notation	Pitch		*'Buckaroo Holiday'* from *'Four Dance Episodes'* from *Rodeo* by Copland Beethoven's 5th Symphony (First movement) *Star Wars Theme* by John Williams	Ear Warm
	Match The Chord To The Word Ideal for 1-2 sessions	★ To select pitches to create major and minor chords ★ To choose major and minor chords to establish mood ★ To play chords accurately together as a group and produce harmony	Play Notation	Pitch Pulse Rhythm		Nocturne No. 2, Op. 9 by Chopin *Scarborough Fair* (Traditional)	Newspaper Pictures Sometimes I Wonder
3. Creating and playing harmonic accompaniments (drones, chords and basslines)	Drones And Melodies Ideal for 1-2 sessions	★ To compose a short pentatonic melody above a drone ★ To notate a melody using staff and letter notation ★ To sing a song with harmony parts	Sing Listen Play Notation Improvise Compose Genre/History/ Musicians	Dynamics Pitch Rhythm Tempo		*Amazing Grace* (Traditional) *The Peacock Followed The Hen* (Traditional)	As The Sun Rises
	Now That's Called Harmony! Ideal for 1-2 sessions	★ To identify notes from the C major chord (triad) ★ To listen to and play short melodies by ear ★ To combine melodic parts to create harmony	Sing Listen Play Notation	Pitch Structure Texture		*Smile* by Charlie Chaplin	Harmony The Harmony Blues Ubuntu
	Playing With Chords Ideal for 1-2 sessions	★ To select pitches to create simple major chords ★ To play chords accurately together as a group and produce three-part harmony ★ To play a chordal accompaniment using staff and letter notation	Play Notation	Pitch Pulse Rhythm			He'll Be There
	Extra-ordinary Ensemble Ideal for 2 sessions	★ To accompany a song with a bassline ★ To play as an ensemble, accurately and in time ★ To identify characteristics of country rock music	Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		*Turn! Turn! Turn!* by The Byrds *I Can't Dance* by Gram Parsons	Extraordinary Me! Extraordinary You!

YEAR 5, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Combining lyrics, melody and harmony	Write Your Own Song Ideal for 2-3 sessions	★ To recognize rhythmic syllable placement in music using lyrics ★ To recognize the structure of a song ★ To compose lyrics to fit a given melody ★ To add a bassline accompaniment to a song	Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		*Wuthering Heights* by Kate Bush *'The Old Castle'* from *Pictures At An Exhibition* by Mussorgsky	Take A Major Scale
	Class Jingle Ideal for 2 sessions	★ To identify features of jingles ★ To compose and perform a class jingle ★ To notate a melody using staff or letter notation	Sing Play Compose Notation	Pitch Rhythm Structure			Coordinating Conjunctions (FANBOYS) Give It All You've Got Perimeter-ter-ter! Ubuntu We Are One We're So Proud Of Our School
	Lyrics And Melody Ideal for 2 sessions	★ To compose a song following a melodic structure ★ To perform a melody and harmony part on tuned percussion ★ To notate a melody using letter notation	Sing Play Compose Notation	Pulse Pitch Rhythm Structure		*I'm Still Standing* and *Your Song* by Elton John and Bernie Taupin *The Gnu Song* by Michael Flanders and Donald Swann	Take A Major Scale
	We're Building A Song Ideal for 2 sessions	★ To compose a song following a melodic structure ★ To perform a melody and harmony part on tuned percussion ★ To notate a melody using letter notation	Play Sing Listen Compose Notation	Pitch Rhythm Structure		*Olympic Hymn* by Spyridon Samaras *The Olympian: The Lighting Of The Torch and Closing* by Philip Glass *Call Of The Champions* by John Williams	Singing A Thankful Song Sing Together We Are One We're Building



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 6, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring time signatures and performing together	Rumpty Tumpty Ideal for a single session	★ To begin to understand the construction of a $\frac{6}{8}$ time signature ★ To maintain a steady beat in $\frac{6}{8}$	Sing Listen Play Notation	Pulse Rhythm		*Sicilienne* for cello and piano Op. 78 by Fauré	Benediction Song Harvest Song I Will Rejoice J'ai Perdu Mon Chapeau! 93 Million Miles Ring Out Silent Night Song Of The Street Children Turn Back The Clocks
	Pass The Pebble Ideal for 2 sessions	★ To maintain a steady pulse in different time signatures ($\frac{4}{4}$ and $\frac{6}{8}$) ★ To maintain a part in a small group ★ To perform rhythmic patterns to the pulse	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm		*You've Got To Hide Your Love Away* by the Beatles *Sir Eglamore* by Kate Rusby	Benediction Song Coordination Funk Harvest Song In 1666 J'ai Perdu Mon Chapeau! 93 Million Miles This Christmas Time
	Cup Rhythms Ideal for 2 sessions	★ To maintain a steady pulse in different time signatures ($\frac{4}{4}$ and $\frac{6}{8}$) ★ To maintain a part in an ensemble ★ To perform rhythmic patterns accurately	Sing Listen Play	Dynamics Pulse Rhythm			Coordination Funk Harvest Song 93 Million Miles Silent Night Turn Back The Clocks
	Mixed-up Rhymes Ideal for 1-2 sessions	★ To maintain a steady pulse in $\frac{6}{8}$ ★ To copy and create $\frac{6}{8}$ rhythms ★ To identify characteristics of a jig (gigue)	Sing Listen Play Compose Genre/History/ Musicians	Pulse Rhythm Structure		*Gigue* from Cello Suite No.1 by J.S. Bach *The Kesh Jig* (Traditional)	Flea Song (It's The Bee's Knees!) Ful-de-loo-de-loo Sing A Song For Harvest The 'Losing Things' Song Tickled Me Pink
	Take Five Styles Ideal for 2 sessions	★ To recognize changes to musical pulse ★ To perform accurately in different tempos and time signatures ★ To demonstrate appropriate articulation on instruments in different styles of music	Sing Listen Play Genre/History/ Musicians	Articulation Dynamics Pulse Rhythm Tempo		*Libertango* by Piazzolla	Take 5 Styles

YEAR 6, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
2. Performing rhythms expressively – solo and in small groups	Mad On Popping Ideal for 1-2 sessions	★ To select suitable timbres to accompany a poem ★ To create layers of rhythm ★ To perform a poem with expression ★ To perform a solo part in a small group performance	Sing Listen Play Compose	Articulation Dynamics Pulse Rhythm Structure Timbre			Mad On Popping
	Plastic Wrap Ideal for 2 sessions	★ To experiment with using accents to create different musical effects ★ To prepare a poem for performance ★ To follow rhythmic notation	Sing Listen Play Notation	Articulation Pulse Rhythm Structure		African talking drum performed by Ayan Bisi Adeleke	Plastic Wrap
	Quack, Twitter, Cluckety! Ideal for 1-2 sessions	★ To recognize the duration of quavers, crotchets and triplets ★ To compose and perform rhythms accurately and in time	Sing Listen Play Compose	Pulse Rhythm Structure Tempo		*Cantus Arcticus* by Einojuhani Rautavaara	Dawn Chorus Juicy Fruit Lazy Days The Mad Moon Song
	Raps Ideal for 1-2 sessions	★ To identify some features of rap music ★ To perform a rap as a class ★ To perform rhythms expressively in small groups ★ To listen carefully and give feedback about each other's performance	Sing Listen Genre/History/ Musician	Articulation Dynamics Pulse Rhythm Timbre		*Rapper's Delight* by The Sugarhill Gang	1066 Rap
3. Performing polyrhythms with expression	African Drums Ideal for 1-2 sessions	★ To play three different tones on an African drum ★ To play a rhythmic ostinato on drums or other untuned percussion ★ To perform polyrhythms accurately and in time as part of a group	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Texture Timbre		Djembe solo peformed by M'Bemba Bangoura	Living And Learning
	Latin Rhythms Ideal for 1-2 sessions	★ To perform polyrhythms ★ To recognize some features of Latin music ★ To create and perform an ostinato as an accompaniment	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture		Examples of Latin American instruments *La Salsa Nunca Se Acaba* by Susie Hansen	Ai Caramba Samba Life Is Good! Fiesta



YEAR 6, TERM 1 – CONTENT COVERAGE (CONT.)

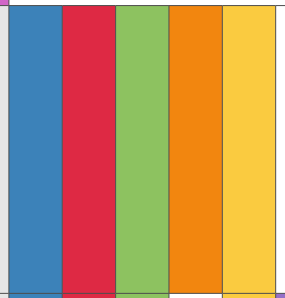
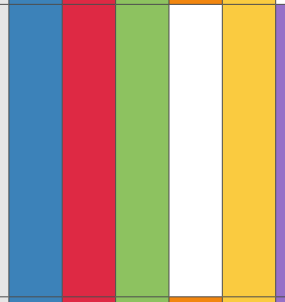
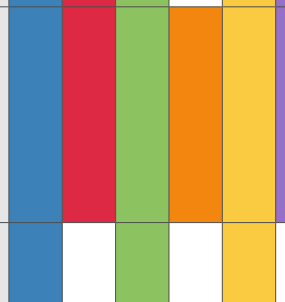
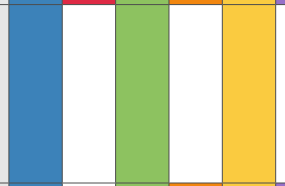
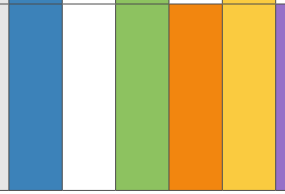
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
	Samba Rhythms Ideal for 2 sessions	★ To play polyrhythms accurately and in time as an ensemble ★ To identify characteristics of samba music	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Texture		Examples of Samba percussion instruments Batucada	Ai Caramba Samba Fiesta Harvest Samba
4. Organizing rhythmic ideas in a structure	Write A Rap Ideal for 2 sessions	★ To recognize the structure of a song written in rap style ★ To compose appropriate rap lyrics over an eight-bar verse	Sing Listen Compose	Pulse Rhythm Structure		*Planet Rock* by Afrika Bambaataa & Soulsonic Force	The Gift Of Life
	Cup Choreography Ideal for 2 sessions	★ To perform rhythms accurately and expressively ★ To organize rhythmic ideas into a structure ★ To identify and describe changes in musical texture ★ To compose cup and body-percussion rhythms from rhythmic notation	Play Listen Compose Improvise Notation Genre/History/ Musicians	Dynamics Pulse Rhythm Texture Timbre		Konnakol performance by V. Shivapriya and B. R. Somashekar Jois	Christmas Has Started Coordination Funk Light Up The Sky Midnight
	Body-Beat Composition Ideal for 1-2 sessions	★ To perform body-percussion rhythms as an ensemble ★ To organize rhythmic ideas into musical structures ★ To notate a composition ★ To compare how body percussion is used in different cultures and traditions	Sing Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Tempo		Gumboot dancing Saman dancing Traditional Romany dancing	



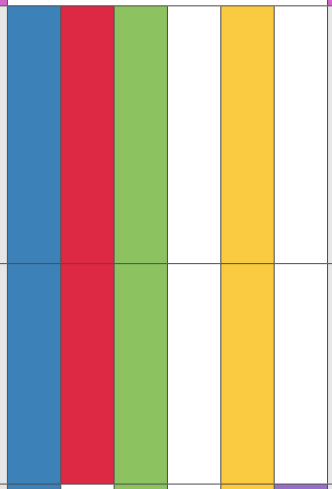
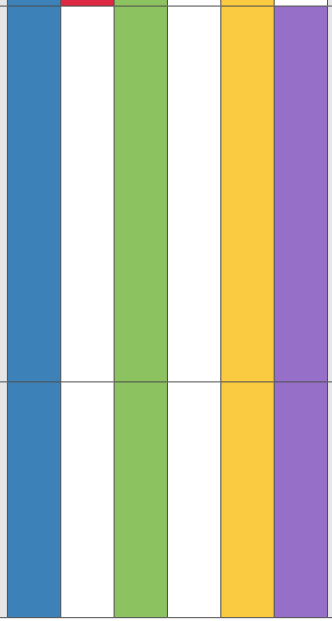
KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 6, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Improvising and exploring vocal and instrumental effects	Sound Effects Ideal for a single session	★ To experiment with vocal sounds, varying pitch, articulation, timbre and dynamics ★ To follow a graphic score	Sing Listen Improvise Notation	Articulation Dynamics Pitch Timbre		The Honda Civic 'Choir' by Steve Sidwell	Baby Business Cheeky Charlie Chick Cookies I'm Chipper and I'm Chirpy Michael Finnegan Peter Piper Sounds That's Alliteration! Warm Up In Style!
	Mickey Mousing Ideal for 2 sessions	★ To experiment with vocal and instrumental sounds, varying pitch, articulation, timbre and dynamics ★ To improvise on instruments in response to a stimulus ★ To describe music using appropriate musical vocabulary ★ To explore musical techniques used in film music	Sing Play Improvise Compose Genre/History/ Musicians	Articulation Dynamics Pitch Tempo Timbre		*Steamboat Willie* directed by Walt Disney Clip from *Spider-Man*	What A Flexible Body!
	Fireworks! Ideal for 2 sessions	★ To use a range of vocal timbres to create sound imagery ★ To perform a soundscape following a graphic score (with timeline) ★ To identify key features of Tchaikovsky's *1812 Overture*	Sing Listen Compose Improvise Notation Genre/History/ Musicians	Dynamics Pitch Structure Texture Timbre		*1812 Overture* by Tchaikovsky *U Vorot, U Vorot* (Traditional) *La Marseillaise*	Fireworks (Warm-up)
	Articulate Ideal for a single session	★ To recognize staccato and legato articulation ★ To sing with appropriate articulation	Sing Listen	Articulation Pitch Timbre		Clarinet Concerto, second movement by Mozart *Villageoises, Staccato* by Poulenc	Build A Fort I'm Chipper and I'm Chirpy Major General Calculate Medication Silly Donkey!
2. Using harmony to create moods and atmosphere	The Power Of Intervals Ideal for a single session	★ To hear how different musical intervals sound ★ To identify, play and sing musical intervals ★ To recognize the difference between consonant and dissonant sounds in harmony	Sing Play Notation Genre/History/ Musicians	Pitch Structure		*'Somewhere Over The Rainbow'* from *The Wizard Of Oz* by Harold Arlen Theme from *Jaws* by John Williams	Ear Warm

YEAR 6, TERM 2 – CONTENT COVERAGE (CONT.)

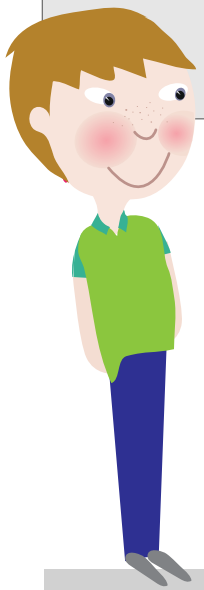
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
	Dark And Light Ideal for 2 sessions	★ To select appropriate dynamics, harmony and timbre to establish mood and atmosphere ★ To use consonant and dissonant harmony to create 'tension' and 'release' ★ To listen to and suggest ways to improve a performance	Play Listen Compose	Dynamics Pitch Tempo Timbre		*Helios Overture* Op. 17 by Carl Nielsen	Dark And Light Sun Arise
	Unity And Discord Ideal for 1-2 sessions	★ To explore ways that 'unity' and 'discord' can be illustrated through music ★ To explore and play the inter-related dimensions to create contrasting musical effects ★ To play instruments responding to the directions of a conductor	Sing Listen Play Compose	Dynamics Pitch Timbre Tonality		*Panic* by Harrison Birtwistle *'Jupiter'* from *The Planets* by Holst	As One Differences Make Us Unique
3. Exploring musical styles and performance skills	On With The Show Ideal for 1-2 sessions	★ To identify key features of musical theatre in a range of songs ★ To sing songs with an awareness of style ★ To discuss the development of musical theatre ★ To consider ways to improve a vocal performance (e.g. using clear diction)	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure		*'Another Op'nin', Another Show'* from *Kiss Me, Kate* by Cole Porter *'Major General's Song'* from *The Pirates of Penzance* by Gilbert and Sullivan *'I Got Rhythm'* from *Girl Crazy* by George and Ira Gershwin *'Jacob And Sons'* from *Joseph And The Amazing Technicolour Dreamcoat* by Andrew Lloyd Webber	Betcha Cookies I'm Chipper And I'm Chirpy Our Time To Shine! Peter Piper That's Alliteration! Today Is The Start
	Take To The Stage Ideal for 1-2 sessions	★ To sing songs with an awareness of style ★ To explore techniques to communicate characters effectively, considering the role of the performer and audience ★ To consider ways to improve a vocal performance (e.g. using clear diction, facial expression)	Sing Listen Genre/History/ Musicians	Articulation Dynamics Pitch Tempo Timbre Tonality		*'Consider Yourself'* from *Oliver!* by Lionel Bart *'If I Only Had A Brain'* from *The Wizard Of Oz* by Arlen and Harburg	Betcha Make A Difference Song Of The Social Classes Song Of The Street Children The Slave Song Tickled Me Pink!

YEAR 6, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(3.)	Communicate With Your Audience Ideal for a single session	★ To consider ways to communicate the lyrical meaning of a song ★ To explore ideas for staging a section of a song ★ To develop understanding of what makes a successful performance	Sing	Articulation Dynamics Texture Timbre			Completely Uniquely Me! Extraordinary Me! Extraordinary You! I'm Not Who You Say I Am It's My Life This is Me!
	In The Pit! Ideal for 1-2 sessions	★ To perform an instrumental accompaniment in $\frac{3}{4}$ time ★ To recognize some characteristics of musical theatre performance ★ To perform an ostinato rhythm using standard notation	Sing Play Notation Genre/History/ Musicians	Pulse Rhythm Tempo		Medley from *Les Misérables* by Claude-Michel Schönberg, Alain Boublil and Jean-Marc Natel	Come To The Globe
4. Composing and performing music to create moods and atmosphere	Space Sounds In Sync Ideal for 2 sessions	★ To use instruments and voices creatively, making subtle changes to tempo and dynamics to achieve an effect ★ To use the inter-related dimensions expressively when composing ★ To create and follow a graphic score (with timeline)	Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Structure Texture Timbre		*First Step* by Hans Zimmer	Space Music
	One Actor, Many Roles Ideal for 2-3 sessions	★ To consider ways to communicate the lyrical meaning of a song ★ To compose music using a melodic motif, using the inter-related dimensions of music to evoke mood and atmosphere ★ To notate music using a combination of standard and graphic notation ★ To explore how composers use leitmotifs to represent characters	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Structure Texture Tempo Timbre		Excerpts from *Tristan And Isolde* by Wagner *Star Wars Theme* by John Williams	Completely Uniquely Me! Extraordinary Me! Extraordinary You! I'm Not Who You Say I Am I'm OK! It's My Life This Is Me!
	Comedy Sound Effects Ideal for 2 sessions	★ To perform a song with expression, exploring techniques to communicate style and mood ★ To create and perform 16-beat rhythms, following graphic notation ★ To create graphic notation to represent a sequence of comedy sound effects	Sing Play Listen Compose Notation Genre/History/ Musicians	Dynamics Structure Tempo Timbre		Excerpt from *Ratatouille* by Michael Giacchino, performed by a Foley Artist *John Williams On Hosepipe* by The Rainer Hersch Orkestra	Doing Something Funny!

YEAR 6, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(4.)	Roller Coaster Ride! Ideal for 2 sessions	★ To use instruments and voices creatively, making subtle changes to tempo and dynamics to achieve an effect ★ To use the inter-related dimensions expressively when composing ★ To create graphic notation	Play Listen Compose Notation	Dynamics Pitch Tempo Timbre		*1812 Overture* by Tchaikovsky	The Roller Coaster
	Silent Film Ideal for 2 sessions	★ To compose and notate music for a short section of a film ★ To identify how music can be used to create an atmosphere or mood ★ To describe music using appropriate vocabulary	Compose Improvise Notation Play Sing	Articulation Dynamics Tempo Timbre		Excerpt from *The Circus* by Charlie Chaplin	Music Italiano



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

YEAR 6, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Investigating song ingredients	What's The Message? Ideal for 1-2 sessions	★ To discuss how songs can be used to tell a story, express a feeling and communicate a message ★ To analyze a song, identifying how the musical dimensions are used to express the lyrical content ★ To recognize the importance of song lyrics in communicating a message	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure Timbre Tonality		*What Have They Done To The Rain*, by Malvina Reynolds, performed by Joan Baez *Big Yellow Taxi* by Joni Mitchell	A Great Big Change Green Song In The Bin (7 million Tons)
	Song Structures Ideal for a single session	★ To evaluate the structure of a song ★ To listen for structural features in contrasting pieces of music ★ To recognize key characteristics of pop songs	Listen Sing Genre/History/ Musicians	Structure		*Hey Jude* and *With A Little Help From My Friends* by The Beatles	Conkers! Don't Forget Your Sun Cream Everybody Sing Harvest Samba London Bells Song For Every Day The Mary Rose We're So Proud Of Our School When We Celebrate
	Song And Dance Ideal for 1-2 sessions	★ To recognize the structural features of a song ★ To interpret the lyrical content of a song ★ To identify 'hooks' in pop songs ★ To represent song features with movement and dance	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure		*Hound Dog* by Elvis Presley *Respect* by Aretha Franklin	Everybody Sing! When We Celebrate
	Song Detectives Ideal for 2 sessions	★ To identify and describe musical features of a song ★ To recognize the structure of a song ★ To develop critical listening skills	Sing Listen Genre/History/ Musicians	Pitch Structure Tempo Texture Timbre Tonality			A Great Big Change All Around The World There Is Singing Benediction Song Different Drums Dragonfly Jazz is Cool Singsational Sun Arise The White Cliffs Of Dover 1066 Rap Today We're Building Who Was William Shakespeare?



YEAR 6, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
2. Exploring scales and sequences	The Bells! Ideal for 1-2 sessions	★ To identify melodic patterns in songs and music ★ To play melodies on tuned percussion from notation ★ To create music inspired by bell chimes	Listen Play Notation Genre/History/ Musicians	Pitch Pulse Tempo Tonality		*Westminster Quarters Carillon de Westminster* by Louis Vierne *La Cathédrale Engloutie* by Debussy The Bells Of St. Paul's Cathedral	London Bells Ring Out The Bells!
	Clearly Chromatic Ideal for 1-2 sessions	★ To identify and sing a chromatic melody ★ To play a chromatic melody using tuned percussion ★ To sing a harmony part	Sing Listen Play Improvise Genre/History/ Musicians	Pitch Rhythm		*'Flight Of The Bumblebee'* by Rimsky-Korsakov *'Habeñera'* from *Carmen* by Bizet	Dragonfly Happiness Is Not… Make A Mummy Wouldn't It Be Funny?
	Exploring Sequences Ideal for 1-2 sessions	★ To listen to and identify melodic patterns in songs ★ To listen to, identify and play a melodic sequence in music	Sing Listen Play Notation	Pitch Rhythm Structure		*Symphony No. 5* by Beethoven *'Do-Re-Mi'* from *The Sound of Music* by Rodgers and Hammerstein	Back In School Again Ding Dong! Merrily On High H.A.P.P.Y. Infant Holy The First Days Of Summer When I Grow Up
	Spot The Sequence! Ideal for 1-2 sessions	★ To listen to and identify melodic pattern in songs ★ To listen to and identify a melodic sequence in music ★ To compose a short melodic sequence	Sing Listen Play Notation	Pitch Rhythm Structure		*You Don't Have To Say You Love Me* by Dusty Springfield The British National Anthem	The First Days Of Summer
3. Playing and creating chord sequences and basslines	This Is The Blues Ideal for 2 sessions	★ To perform a blues-style riff ★ To begin to recognize the structure of a 12-bar blues ★ To identify features of blues music	Sing Listen Play Genre/History/ Musicians	Pitch Rhythm Structure		*Good Morning Blues* by Lead Belly *Woke Up This Morning* by B. B. King	New Day Blues The Brussel Sprout Blues The Harmony Blues
	Leavers' Ensemble Ideal for 2 sessions	★ To describe the melodic structure of a song ★ To create musical textures using melodic ostinati ★ To play in an instrumental ensemble accurately and in time ★ To follow notation	Sing Listen Play Notation Genre/History/ Musicians	Pitch Rhythm Structure Texture Tonality		Gamelan music	Leavers' Song
	Chord Changers Ideal for 2 sessions	★ To identify chord progressions in songs ★ To play a simple chord progression using melodic instruments	Sing Listen Play	Pitch Rhythm Structure Tonality			Today We Celebrate



YEAR 6, TERM 3 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(3.)	Create A Chord Ideal for 2 sessions	★ To select pitches to create chords ★ To play a simple chord progression ★ To follow graphic and rhythmic notation	Sing Listen Play Notation	Dynamics Pitch Rhythm Structure Tempo Tonality			Different Drums Fiesta Harmony Harmony Blues Ubuntu
4. Composing and performing music for an occasion	Song Of Celebration Ideal for 2-3 sessions	★ To explore the structure of a song ★ To compose and notate the lyrics and melody for a celebratory song ★ To perform as an ensemble	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Tonality		*Zadok The Priest* by Handel *Haffner Serenade* by Mozart *This Is The Day* by John Rutter	Celebrate Life Today Everybody Sing! Fiesta Start The Celebrations When We Celebrate
	Moving On Ideal for 2-3 sessions	★ To perform a simple bassline accurately ★ To compose lyrics and melody ★ To perform together as an ensemble	Sing Listen Play Improvise Compose Notation	Dynamics Pitch Rhythm Structure Tonality		*You Are My Sunshine* by Jimmie Davies and Charles Mitchell *Rock Around The Clock* by Billy Haley and His Comets	Leavers' Song Moving On Start The Celebrations So Long, Farewell, Cheerio! Today We Celebrate
	School Fanfare Ideal for 2-3 sessions	★ To compose a fanfare ★ To recognize characteristics of fanfares ★ To notate a melody using letter or staff notation	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Dynamics Pitch Rhythm Structure Tempo Timbre Tonality		*Royal Entrance Fanfare* by Randy Dunn *Fanfare for St Edmundsbury* by Benjamin Britten *'The Big Turtle Fanfare'* from *South China Sea* and *'Vorspiel'* from *Le Grande Macabre* by György Ligeti *Fanfare For The Common Man* by Eric Copland	As One Fanfare Give It All You've Got! Sing A Song In Unison This Is our School We Are One



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds
- Use and understand staff/stave and other musical notations
- 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

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?
Children can: • 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	Children can: • 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	Children can: • 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
Children can: • 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 Listen with concentration to a range of music, recognising rhythmic features	Children can: • 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 Listen to music and represent sounds using a range of graphic symbols	Children can: • 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	√	√	√

Year 3 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Hear It, Play It! Exploring Rhythmic Patterns	Term 2: Painting Pictures With Sound	Term 3: Sing, Play, Notate!
Children can: • Explore rhythmic patterns • Identify and play rhythms using body percussion, instruments or other sound makers • Perform call and response songs and compose their own call-and-response (question and answer phrases) • Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem • Sing songs influenced by different musical styles and listen out for simple stylistic features in music • Compose simple rhythmic patterns and represent them using graphic notation	Children can: • Learn to identify and describe the ingredients (dimensions) that make up music • Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song • Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere • Compose music inspired by stories or settings • Create and organise music with layers of musical sound (texture) and represent them using graphic notations	Children can: • Learn to identify and describe the direction of pitch in simple melodies • Use voices creatively, creating simple soundscapes singing independently and as part of a group • Learn to represent melodies from songs using dot notation and other graphic representations • Explore pentatonic scales, singing songs and composing or improvising simple melodies • Listen and compare versions of music, understanding the elements that shape a performance • Prepare music for a performance

Skills Overview:

The Sparkyard Music Curriculum for Y3 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notations. 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 Y3 and you can aim for your class to:

- Explore and sing a widening 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
- Show growing awareness of different musical roles (conductor, performer, audience, ensemble)

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 Y3 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 Y3 to develop these **SINGING** and **PLAYING** skills:	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Sing a widening range of unison songs of varying styles and structures, tunefully and with expression	√	√	√
2. Perform actions and movements confidently and in time as a group.	√		√
3. Sing call and response songs with accurate tuning	√		√
4. Play call and response rhythms and melodies			√
5. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.	√		
6. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values	√		√
7. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, <, >)	√	√	√
8. Explore and select instrumental timbres to suit the mood or style of a piece of music	√	√	√
9. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)	√		√
10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) *			√
11. Show growing awareness of different musical roles (conductor, performer, audience, ensemble)	√	√	√

* 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 Y3 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Listen to music developing and understanding of its background, history and context.	√	√	√
2. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary	√	√	√
3. Listen, and describe how the interrelated dimensions are used to create moods and effects		√	√
4. Use listening skills to correctly order a sequence of notes			√
5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments		√	√
6. Listen, and interpret features in recorded or live music using dance, art or drama		√	

Our Sparkyard Music Curriculum will enable children in Y3 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Compose or improvise simple call and response phrases	√	√	
2. Compose rhythmic accompaniments using untuned percussion	√		√
3. Experiment with musical texture (e.g. combining layers of rhythm)	√	√	
4. Structure a composition with a clear beginning/middle/end and combine layers of musical sound.		√	√
5. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)	√	√	
6. Compose and improvise simple pentatonic melodies			√
7. Vary the interrelated dimensions to create different moods and effects.	√	√	
8. Collaborate with others, trying out musical ideas and making improvements where needed.	√	√	√

Our Sparkyard Music Curriculum will enable children in Y3 to develop these **NOTATION** skills:	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Play from rhythmic notation and understand the value of minims, crotchets and quavers	√		√
2. Follow graphic notation to guide singing and playing	√	√	√
3. Use graphic notation to represent rhythmic or melodic patterns		√	√
4. Create graphic notation to represent two or more layers of musical sound	√	√	
5. Apply word chants to rhythms, understanding how to link each syllable to a musical note	√	√	√

Year 4 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Playing With Rhythm – Playing Together and Rhythmic Structures	Term 2: Musical Contrasts	Term 3: Melody Builders – Exploring Melodies and Song Structures
Children can: • Develop ensemble skills, learning to perform together rhythmically • Follow and lead musical instructions • Develop their knowledge of rhythmic notations • Play from range of rhythmic notations, performing as a class and in small groups • Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) • Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs	Children can: • Explore instrumental timbres, learning how instruments can be grouped and classified in different ways • Listen to music such as The Young Person's Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) • Identify changes in tonality and develop recognition of major and minor chords through simple listening games • Follow and lead performance directions, controlling instruments and voices • Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics • Compose music in a given structure such as AB or Rondo form or by exploring musical motifs	Children can: • Learn to describe and internalize pitch and use their 'thinking voice' • Develop improvisation skills, creating melodies using a small note range • Compose melodies and record using graphic and letter notation • Explore and recognize the structure of songs and music • Compose lyrics and create simple musical arrangements • Plan a class performance

Skills Overview:

The Sparkyard Music Curriculum for Y4 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 Y4 and you can aim for your class to:

- Explore and perform a widening range of appropriate songs as a class
- Work collaboratively as a class and in small groups, trying out musical ideas
- Suggest improvements for own and others work
- Explore different musical roles (performer, audience, conductor, ensemble)
- Talk about music, expressing preferences

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 Y4 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform as a class or small group in assemblies or concerts each term
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y4 to develop these **SINGING** and **PLAYING** skills:	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	√	√	√
2. Internalize pitch and copy melodic phrases accurately*			√
3. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	√		√
4. Sing songs in major and minor keys recognizing the difference in tonality		√	
5. Perform rhythms accurately, recognizing and defining note values and rests	√		√
6. Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.	√		
7. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble	√		√
8. Play and perform simple melodies as a whole class or in small groups following appropriate notations			√
9. Control changes in dynamics, tempo and articulation when singing and playing	√		
10. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)			√
11. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) **			√
12. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	√		√

** 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 Y4 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).	√	√	
3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)		√	
4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
5. Listen and describe direction and shape of melodies	√		√
6. Recognize major and minor chords		√	
7. Listen and compare music, discussing similarities and differences and expressing preferences.	√	√	√

Our Sparkyard Music Curriculum will enable children in Y4 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Improvise rhythms or melodies	√		√
2. Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	√	√	√
3. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases	√		√
4. Compose layers of rhythm (ostinato phrases)	√		
5. Make decisions about the overall structure of compositions and improvisations	√	√	
6. Compose music following a given musical structure (e.g. call and response, rondo, AB)		√	
7. Compose lyrics following a given rhythmic/rhyming structure			√
8. Carefully select instrumental timbres to achieve and effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato		√	

/presto/lento, major/minor)			
9. Evaluate performances, making improvements where needed.	√	√	√

Our Sparkyard Music Curriculum will enable children in Y4 to develop these **NOTATION** skills:	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	√		√
2. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)			√
3. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble	√		
4. Use graphic notations to represent layers of rhythm.	√		
5. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.		√	√
6. Use a graphic score to represent musical structure		√	

Year 5 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Exploring Rhythmic Layers	Term 2: Music and Words	Term 3: Song Ingredients – Exploring Melody, Harmony and Lyrics
Children can: • Develop their understanding of rhythm and rhythmic notation. • Explore time signatures, learning to feel the difference between three and four beats in a bar. • Listen to a range of music, exploring folk traditions such as Morris and Basque Dance • Learn to play rhythms expressively, selecting suitable timbre and dynamics • Develop ensemble skills • Learn how composers create interesting textures by combining layers of musical sound • Perform songs and accompany them with polyrhythmic texture • Represent multilayered textures using informal notation such as rhythm grids.	Children can: • Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary • Explore creative listening activities, learning to represent expressive features in music in a graphic score • Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style • Learn how improvisations has been used throughout musical history • Learn about music styles such as jazz and influential musicians such as Louis Armstrong. • Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere	Children can: • Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics! • Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog • Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present • Develop their understanding of intervals, scales and chords • Learn to notate pitches using staff and letter notation • Play together as an ensemble and accompany song melodies using chords, drones or basslines • Learn how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion. • With a selection of activities to choose from, write a section of a song, compose a school jingle or write a song to celebrate their school community.

Skills Overview:

The Sparkyard Music Curriculum for Y5 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 Y5 and you can aim for your class to:

- Explore and perform a widening range of songs
- Talk confidently about the music they make and listen to
- Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments

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 Y5 we recommend that children:

- Revisit songs and musical activities throughout the week

- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y5 to develop these **SINGING** and **PLAYING** skills:	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style	√	√	√
2. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together	√	√	√
3. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)	√	√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.	√		√
6. Develop knowledge of scales and intervals through singing and playing			√
7. Understand how triads are formed and play them on tuned percussion or keyboards			√
8. Play simple chords, drones, or bass lines and use them to accompany a familiar song			√
9. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)	√	√	√
10. To evaluate performances, suggesting ways to improve and making necessary adjustments	√		

Our Sparkyard Music Curriculum will enable children in Y5 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics	√	√	
4. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation	√	√	√
5. Interpret features of music through visual art or movement		√	√
6 Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
7. Understand how pitches can be combined to create harmony and describe the effect		√	√

Our Sparkyard Music Curriculum will enable children in Y5 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character	√	√	√
2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere	√	√	√
3. Compose and notate short melodies using: staff and informal notation	√		√
4. Compose music with contrasting sections	√	√	

5. Use chords to evoke a specific atmosphere or mood			√
6. Compose music using a combination of lyrics and melody			√
7. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments	√	√	√

Our Sparkyard Music Curriculum will enable children in Y5 to develop these **NOTATION** skills:	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)	√	√	
2. Develop understanding of time signatures (3/4 and 4/4)	√		
3. Read and perform pitch notation within an octave	√		√
4. Represent compositions using a combination of graphic and standard notations	√	√	√
5. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions		√	√

Year 6 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: We've Got Rhythm: Rhythmic Devices and Structure	Term 2: Musical Effects and Moods	Term 3: Celebrating Songs
Children can: • Explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. • Perform rhythms expressively, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform. • Listen to rhythms from around the world • Learn to play polyrhythms and create different polyrhythmic textures. • Compose in a rhythmic structure. From a choice of activities, write a short rap, choregraph a routine with plastic cups or create a 16 beat (four bar) body percussion break to accompany the song, *Fiesta!*	Children can: • Get creative with vocal and instrumental sounds, developing improvisation skills • Learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. • Learn about intervals through simple tuned percussion activities • Explore how consonant and dissonant sounds in harmony can create moods and atmosphere • Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams • Learn about key features of musical theatre, identifying the role of actors, musicians, and audience! • Work in small groups and explore ways to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement. • Explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or a musical roller coaster ride and represent them using a combination of graphic and standard notations.	Children can: • Develop their knowledge of song ingredients. • Learn how composers uses the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge. • Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. • Compose and notate simple melodies inspired by *Ring Out The Bells* and *London Bells* • Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs • Listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. • Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.

Skills Overview:

The Sparkyard Music Curriculum for Y6 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 Y6 and you can aim for your class to:

- Explore and perform a widening range of songs as a class
- Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve
- Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)

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 Y6 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y6 to develop these **SINGING** and **PLAYING** skills:	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.	√	√	√
2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together	√	√	√
3. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances		√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.	√		
6. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments		√	√
7. Play chord progressions, drones or bass lines and use them to accompany a song			√
8. Use knowledge of scales to explore intervals, sequences and chromatic scales		√	√
9. Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)		√	√
10. Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)		√	√

Our Sparkyard Music Curriculum will enable children in Y6 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used	√	√	√
4. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation	√	√	√
5. Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)	√		√
6 Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to	√	√	

Our Sparkyard Music Curriculum will enable children in Y6 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Improvise vocal and instrumental effects as a class and in small groups		√	
2. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere	√	√	
3. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)		√	
4. Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)	√	√	
5. Use song structures as a basis for a composition (e.g. composing lyrics)	√		√
5. Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony			√
6. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve	√	√	√

Our Sparkyard Music Curriculum will enable children in Y6 to develop these **NOTATION** skills:	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver	√	√	√
2. Develop understanding of time signatures (3/4 and 4/4, 6/8)	√	√	
3. Read and perform from pitch notation		√	√
4. Read and perform from graphic notation	√	√	√
5. Represent compositions using graphic and standard notations		√	√
6. Notate melodies and chords using staff or informal notation.			√
7. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	√	√	√

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**			√
Our Sparkyard Music Curriculum will enable children in Y3 to develop these **SINGING** and **PLAYING** skills:	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Sing a widening range of unison songs of varying styles and structures, tunefully and with expression	√	√	√
2. Perform actions and movements confidently and in time as a group.	√		√
3. Sing call and response songs with accurate tuning	√		√
4. Play call and response rhythms and melodies			√
5. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.	√		
6. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values	√		√
7. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, <, >)	√	√	√

8. Explore and select instrumental timbres to suit the mood or style of a piece of music	√	√	√
9. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)	√		√
10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) *			√
11. Show growing awareness of different musical roles (conductor, performer, audience, ensemble)	√	√	√
Our Sparkyard Music Curriculum will enable children in Y4 to develop these **SINGING** and **PLAYING** skills:	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	√	√	√
2. Internalise pitch and copy melodic phrases accurately*			√
3. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	√		√
4. Sing songs in major and minor keys recognizing the difference in tonality		√	
5. Perform rhythms accurately, recognizing and defining note values and rests	√		√
6. Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.	√		
7. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble	√		√
8. Play and perform simple melodies as a whole class or in small groups following appropriate notations			√
9. Control changes in dynamics, tempo and articulation when singing and playing	√		
10. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)			√
11. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) **			√
12. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	√		√
Our Sparkyard Music Curriculum will enable children in Y5 to develop these **SINGING** and **PLAYING** skills:	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style	√	√	√
2. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together	√	√	√
3. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)	√	√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.	√		√
6. Develop knowledge of scales and intervals through singing and playing			√
7. Understand how triads are formed and play them on tuned percussion or keyboards			√
8. Play simple chords, drones, or bass lines and use them to accompany a familiar song			√
9. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)	√		√
10. To evaluate performances, suggesting ways to improve and making necessary adjustments	√		
Our Sparkyard Music Curriculum will enable children in Y6 to develop these **SINGING** and **PLAYING** skills:	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.	√	√	√
2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together	√	√	√
3. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances		√	√

4. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.	√		
6. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments		√	√
7. Play chord progressions, drones or bass lines and use them to accompany a song			√
8. Use knowledge of scales to explore intervals, sequences and chromatic scales		√	√
9. Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)		√	√
10. Develop understanding of different musical roles (e.g. conductor, musicians, performer, 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			√
Our Sparkyard Music Curriculum will enable children in Y3 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Listen to music developing an understanding of its background, history and context.	√	√	√
2. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary	√	√	√
3. Listen, and describe how the interrelated dimensions are used to create moods and effects		√	√
4. Use listening skills to correctly order a sequence of notes			√
5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments		√	√
6. Listen, and interpret features in recorded or live music using dance, art or drama		√	
Our Sparkyard Music Curriculum will enable children in Y4 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).	√	√	
3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)		√	
4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
5. Listen and describe direction and shape of melodies	√		√
6. Recognize major and minor chords		√	
7. Listen and compare music, discussing similarities and differences and expressing preferences.	√	√	√

Our Sparkyard Music Curriculum will enable children in Y5 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics	√	√	
4. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation	√	√	√
5. Interpret features of music through visual art or movement		√	√
6 Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
7. Understand how pitches can be combined to create harmony and describe the effect		√	√
Our Sparkyard Music Curriculum will enable children in Y6 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used	√	√	√
4. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation	√	√	√
5. Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)	√		√
6 Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to	√	√	

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	√		
Our Sparkyard Music Curriculum will enable children in Y3 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **HEAR IT, PLAY IT!**	Term 2: **PAINTING PICTURES WITH SOUND**	Term 3: **SING, PLAY, NOTATE!**
1. Compose or improvise simple call and response phrases	√	√	
2. Compose rhythmic accompaniments using untuned percussion	√		√
3. Experiment with musical texture (e.g. combining layers of rhythm)	√	√	
4. Structure a composition with a clear beginning/middle/end and combine layers of musical sound.		√	√
5. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)	√	√	
6. Compose and improvise simple pentatonic melodies			√
7. Vary the interrelated dimensions to create different moods and effects.	√	√	
8. Collaborate with others, trying out musical ideas and making improvements where needed.	√	√	√

Our Sparkyard Music Curriculum will enable children in Y4 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Improvise rhythms or melodies	√		√
2. Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	√	√	√
3. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases	√		√
4. Compose layers of rhythm (ostinato phrases)	√		
5. Make decisions about the overall structure of compositions and improvisations	√	√	
6. Compose music following a given musical structure (e.g. call and response, rondo, AB)		√	
7. Compose lyrics following a given rhythmic/rhyming structure			√
8. Carefully select instrumental timbres to achieve and effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato /presto/lento, major/minor)		√	
9. Evaluate performances, making improvements where needed.	√	√	√
Our Sparkyard Music Curriculum will enable children in Y5 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character	√	√	√
2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere	√	√	√
3. Compose and notate short melodies using: staff and informal notation	√		√
4. Compose music with contrasting sections	√	√	
5. Use chords to evoke a specific atmosphere or mood			√
6. Compose music using a combination of lyrics and melody			√
7. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments	√	√	√
Our Sparkyard Music Curriculum will enable children in Y6 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Improvise vocal and instrumental effects as a class and in small groups		√	
2. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere	√	√	
3. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)		√	
4. Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)	√	√	
5. Use song structures as a basis for a composition (e.g. composing lyrics)	√		√
5. Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony			√
6. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve	√	√	√

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	√	√	√
Our Sparkyard Music Curriculum will enable children in Y3 to develop these NOTATION skills:	**Term 1: HEAR IT, PLAY IT!**	**Term 2: PAINTING PICTURES WITH SOUND**	**Term 3: SING, PLAY, NOTATE!**
1. Play from rhythmic notation and understand the value of minims, crotchets and quavers	√		√
2. Follow graphic notation to guide singing and playing	√	√	√
3. Use graphic notation to represent rhythmic or melodic patterns		√	√
4. Create graphic notation to represent two or more layers of musical sound	√	√	
5. Apply word chants to rhythms, understanding how to link each syllable to a musical note	√	√	√
Our Sparkyard Music Curriculum will enable children in Y4 to develop these NOTATION skills:	**Term 1: PLAYING WITH RHYTHM**	**Term 2: MUSICAL CONTRASTS**	**Term 3: MELODY BUILDERS**
1. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	√		√
2. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)			√
3. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble	√		
4. Use graphic notations to represent layers of rhythm.	√		
5. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.		√	√
6. Use a graphic score to represent musical structure		√	
Our Sparkyard Music Curriculum will enable children in Y5 to develop these NOTATION skills:	**Term 1: EXPLORING RHYTHMIC LAYERS**	**Term 2: MUSIC AND WORDS**	**Term 3: SONG INGREDIENTS**
1. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)	√	√	
2. Develop understanding of time signatures (3/4 and 4/4)	√		
3. Read and perform pitch notation within an octave	√		√
4. Represent compositions using a combination of graphic and standard notations	√	√	√
5. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions		√	√

Our Sparkyard Music Curriculum will enable children in Y6 to develop these **NOTATION** skills:	Term 1: **WE'VE GOT RHYTHM**	Term 2: **MUSICAL EFFECTS AND MOODS**	Term 3: **CELEBRATING SONGS**
1. Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver	√	√	√
2. Develop understanding of time signatures (3/4 and 4/4, 6/8)	√	√	
3. Read and perform from pitch notation		√	√
4. Read and perform from graphic notation	√	√	√
5. Represent compositions using graphic and standard notations		√	√
6. Notate melodies and chords using staff or informal notation.			√
7. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	√	√	√

*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!