

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

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

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

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

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

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

Year 2 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

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

Skills Overview:

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

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

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

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

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

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

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

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

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

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

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

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

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!
<p>Children can:</p> <ul style="list-style-type: none"> • 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 	<p>Children can:</p> <ul style="list-style-type: none"> • 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 	<p>Children can:</p> <ul style="list-style-type: none"> • 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
<p>Children can:</p> <ul style="list-style-type: none"> • 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) 	<p>Children can:</p> <ul style="list-style-type: none"> • 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 	<p>Children can:</p> <ul style="list-style-type: none"> • 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 an 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
<p>Children can:</p> <ul style="list-style-type: none"> • 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. 	<p>Children can:</p> <ul style="list-style-type: none"> • 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 	<p>Children can:</p> <ul style="list-style-type: none"> • 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 of 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
<p>Children can:</p> <ul style="list-style-type: none"> • 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, <i>Fiesta!</i> 	<p>Children can:</p> <ul style="list-style-type: none"> • 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. 	<p>Children can:</p> <ul style="list-style-type: none"> • 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 <i>Ring Out The Bells</i> and <i>London Bells</i> • 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 of 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

<p>Our Sparkyard Music Curriculum will enable children in Y1 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS</p>	<p>Term 1: MOVE TO THE BEAT</p>	<p>Term 2: EXPLORING SOUNDS</p>	<p>Term 3: HIGH OR LOW?</p>
<p>1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>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. .</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>4. Listen to sounds in the local school environment, comparing high and low sounds.</p>			<p>√</p>
<p>Our Sparkyard Music Curriculum will enable children in Y2 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS</p>	<p>Term 1: TIME TO PLAY EXPLORING PULSE</p>	<p>Term 2: MUSICAL MOODS AND PICTURES</p>	<p>Term 3: PATTERNS WITH PITCH</p>
<p>1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>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</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>3. Listen to and interpret features in recorded or live music using dance, art or drama</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>5. Respond independently to pitch changes heard in melodic phrases, indicating with actions</p>			<p>√</p>
<p>Our Sparkyard Music Curriculum will enable children in Y3 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS</p>	<p>Term 1: HEAR IT, PLAY IT!</p>	<p>Term 2: PAINTING PICTURES WITH SOUND</p>	<p>Term 3: SING, PLAY, NOTATE!</p>
<p>1. Listen to music developing an understanding of its background, history and context.</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>2. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>3. Listen, and describe how the interrelated dimensions are used to create moods and effects</p>		<p>√</p>	<p>√</p>
<p>4. Use listening skills to correctly order a sequence of notes</p>			<p>√</p>
<p>5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments</p>		<p>√</p>	<p>√</p>
<p>6. Listen, and interpret features in recorded or live music using dance, art or drama</p>		<p>√</p>	
<p>Our Sparkyard Music Curriculum will enable children in Y4 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS</p>	<p>Term 1: PLAYING WITH RHYTHM</p>	<p>Term 2: MUSICAL CONTRASTS</p>	<p>Term 3: MELODY BUILDERS</p>
<p>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.</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>2. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).</p>	<p>√</p>	<p>√</p>	
<p>3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)</p>		<p>√</p>	
<p>4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>5. Listen and describe direction and shape of melodies</p>	<p>√</p>		<p>√</p>
<p>6. Recognize major and minor chords</p>		<p>√</p>	
<p>7. Listen and compare music, discussing similarities and differences and expressing preferences.</p>	<p>√</p>	<p>√</p>	<p>√</p>

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 of 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 of 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 an 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!