

## Year 1 Sparkyard Music Curriculum Key Learning and Skills Overview

### Key Learning

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

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

## 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"> <li>• Explore rhythmic patterns</li> <li>• Identify and play rhythms using body percussion, instruments or other sound makers</li> <li>• Perform call and response songs and compose their own call-and-response (question and answer phrases)</li> <li>• Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem</li> <li>• Sing songs influenced by different musical styles and listen out for simple stylistic features in music</li> <li>• Compose simple rhythmic patterns and represent them using graphic notation</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Learn to identify and describe the ingredients (dimensions) that make up music</li> <li>• Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song</li> <li>• Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere</li> <li>• Compose music inspired by stories or settings</li> <li>• Create and organise music with layers of musical sound (texture) and represent them using graphic notations</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Learn to identify and describe the direction of pitch in simple melodies</li> <li>• Use voices creatively, creating simple soundscapes singing independently and as part of a group</li> <li>• Learn to represent melodies from songs using dot notation and other graphic representations</li> <li>• Explore pentatonic scales, singing songs and composing or improvising simple melodies</li> <li>• Listen and compare versions of music, understanding the elements that shape a performance</li> <li>• Prepare music for a performance</li> </ul>

## 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"> <li>• Develop ensemble skills, learning to perform together rhythmically</li> <li>• Follow and lead musical instructions</li> <li>• Develop their knowledge of rhythmic notations</li> <li>• Play from range of rhythmic notations, performing as a class and in small groups</li> <li>• Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato)</li> <li>• Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs)</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Explore instrumental timbres, learning how instruments can be grouped and classified in different ways</li> <li>• Listen to music such as The Young Person’s Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion)</li> <li>• Identify changes in tonality and develop recognition of major and minor chords through simple listening games</li> <li>• Follow and lead performance directions, controlling instruments and voices</li> <li>• Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics</li> <li>• Compose music in a given structure such as AB or Rondo form or by exploring musical motifs</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Learn to describe and internalize pitch and use their ‘thinking voice’</li> <li>• Develop improvisation skills, creating melodies using a small note range</li> <li>• Compose melodies and record using graphic and letter notation</li> <li>• Explore and recognize the structure of songs and music</li> <li>• Compose lyrics and create simple musical arrangements</li> <li>• Plan a class performance</li> </ul>

## 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"> <li>• Develop their understanding of rhythm and rhythmic notation.</li> <li>• Explore time signatures, learning to feel the difference between three and four beats in a bar.</li> <li>• Listen to a range of music, exploring folk traditions such as Morris and Basque Dance</li> <li>• Learn to play rhythms expressively, selecting suitable timbre and dynamics</li> <li>• Develop ensemble skills</li> <li>• Learn how composers create interesting textures by combining layers of musical sound</li> <li>• Perform songs and accompany them with polyrhythmic texture</li> <li>• Represent multilayered textures using informal notation such as rhythm grids.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary</li> <li>• Explore creative listening activities, learning to represent expressive features in music in a graphic score</li> <li>• Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style</li> <li>• Learn how improvisations has been used throughout musical history</li> <li>• Learn about music styles such as jazz and influential musicians such as Louis Armstrong.</li> <li>• Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics!</li> <li>• Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog</li> <li>• Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present</li> <li>• Develop their understanding of intervals, scales and chords</li> <li>• Learn to notate pitches using staff and letter notation</li> <li>• Play together as an ensemble and accompany song melodies using chords, drones or basslines</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>• 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.</li> <li>• 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.</li> <li>• Listen to rhythms from around the world</li> <li>• Learn to play polyrhythms and create different polyrhythmic textures.</li> <li>• 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></li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Get creative with vocal and instrumental sounds, developing improvisation skills</li> <li>• Learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects.</li> <li>• Learn about intervals through simple tuned percussion activities</li> <li>• Explore how consonant and dissonant sounds in harmony can create moods and atmosphere</li> <li>• Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams</li> <li>• Learn about key features of musical theatre, identifying the role of actors, musicians, and audience!</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Develop their knowledge of song ingredients.</li> <li>• 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.</li> <li>• Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments.</li> <li>• Compose and notate simple melodies inspired by <i>Ring Out The Bells</i> and <i>London Bells</i></li> <li>• Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs</li> <li>• 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.</li> <li>• Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.</li> </ul>