

MUSIC CURRICULUM

We follow the Sparkyard Music Curriculum. 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.

MUSIC	AUTUMN	SPRING	SUMMER
EYFS	<p style="text-align: center;"><u>MY MUSICAL CLASSROOM</u></p> <ol style="list-style-type: none"> 1. Hear my voice <ul style="list-style-type: none"> • Here I am! • My voice can... • Singing Puppets 2. What's the music saying? <ul style="list-style-type: none"> • Stretch, flop, jig and rock • Sound and silence • Jack-in-the-box 3. Instruments everywhere <ul style="list-style-type: none"> • Autumn Leaves 4. Playing with songs <ul style="list-style-type: none"> • Find that rhyme • Make a picture with shapes 	<p style="text-align: center;"><u>MUSICAL PATTERNS AND PERFORMING</u></p> <ol style="list-style-type: none"> 1. What's the pattern? <ul style="list-style-type: none"> • A week of sounds • Mouse and giant music 2. Musical patterns and performing <ul style="list-style-type: none"> • Pass the parcel • Percussion Patterns 3. Exploring descriptive Sounds <ul style="list-style-type: none"> • Traffic sounds 4. Let's perform <ul style="list-style-type: none"> • Movement patterns • Frog performance 	<p style="text-align: center;"><u>SOUND STORIES!</u></p> <ol style="list-style-type: none"> 1. Pitch play and changing sounds <ul style="list-style-type: none"> • Snail Trails 2. Patterns and sequences <ul style="list-style-type: none"> • Nature and Sound Patterns 3. Meet the characters <ul style="list-style-type: none"> • Who's in the forest? 4. Perform a story! <ul style="list-style-type: none"> • Story sound maps • Story sound boxes

KS1 POS

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

	AUTUMN	SPRING	SUMMER
1	<p style="text-align: center;"><u>MOVE TO THE BEAT</u></p> <ol style="list-style-type: none"> Exploring pulse through songs and movement <ul style="list-style-type: none"> • What is Pulse? • Copy me • Music and Movement Controlling pulse using voices and instruments <ul style="list-style-type: none"> • Move Together • Pass it On! • Play to the Pulse • Our Big Band! Exploring the difference between pulse and rhythm <ul style="list-style-type: none"> • Playing like clockwork • March to the Beat Coping and creating rhythmic patterns <ul style="list-style-type: none"> • Clockwork Rhythms • Copy My Pattern • Long or Short? 	<p style="text-align: center;"><u>EXPLORING SOUNDS</u></p> <ol style="list-style-type: none"> Exploring how sounds can be changed <ul style="list-style-type: none"> • Fast or Slow? • Sound collectors • Ways to play Exploring the timbre of instruments and voices <ul style="list-style-type: none"> • Musical characters • Unique Timbre Sequencing sounds to tell stories and create effects <ul style="list-style-type: none"> • Create a character • Character Motifs Copying and creating rhythmic patterns <ul style="list-style-type: none"> • Inventing notation • Musical Storyboards • A Tiny Seed 	<p style="text-align: center;"><u>HIGH OR LOW?</u></p> <ol style="list-style-type: none"> Recognising changes in pitch and copying simple pitch patterns <ul style="list-style-type: none"> • High or low? • Up to the Sky, Down to the ground • Cuckoo Call Performing simple melodic patterns sing voices and pitched instruments <ul style="list-style-type: none"> • Climbing the beanstalk • Songs with Percussion Representing pitch <ul style="list-style-type: none"> • Pipe cleaners • Build a melody Creating music for a performance <ul style="list-style-type: none"> • Perfect picnic • Musical sandwich

2	<u>TIME TO PLAY – EXPLORING PULSE AND RHYTHMIC PATTERNS</u>	<u>MUSICAL MOODS AND PICTURES</u>	<u>PATTERNS WITH PITCH – EXPLORING PITCH AND MELODY</u>
	<ol style="list-style-type: none"> 1. Performing rhythms and movement to a steady pulse <ul style="list-style-type: none"> • Musical Instructions • Pass the ball! 2. Copying and creating rhythmic patterns <ul style="list-style-type: none"> • Song tennis • Have you heard me? 3. Combining rhythmic patterns <ul style="list-style-type: none"> • Body Percussion • We can play! 4. Representing rhythmic patterns <ul style="list-style-type: none"> • Four-beat patterns • Meet the beat monsters! 	<ol style="list-style-type: none"> 1. Recognising and exploring musical mood <ul style="list-style-type: none"> • How do you feel? • Walk like this! 2. Choosing sounds to match a character, mood or theme <ul style="list-style-type: none"> • Musical doodle boards • Scrape, tap, blow, shake 3. Sequencing and combining sounds to tell stories and create effects <ul style="list-style-type: none"> • Stormy weather 4. Creating and performing soundscapes <ul style="list-style-type: none"> • Morning soundscapes 	<ol style="list-style-type: none"> 1. Identifying and describing changes in pitch <ul style="list-style-type: none"> • Pitch perfect • High, Middle, Low 2. Copying pitch patterns <ul style="list-style-type: none"> • Up and down • Copy my action 3. Creating and notating simple melodies <ul style="list-style-type: none"> • Just five notes • Step or leap? 4. Performing simple musical accompaniments and preparing for performance <ul style="list-style-type: none"> • Meet the dragons

KS2 POS

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- 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 with increasing aural memory
- use and understand staff 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.

3	<p style="text-align: center;"><u>HEAR IT, PLAY IT!</u></p> <ol style="list-style-type: none"> 1. Feeling the pulse and copying rhythmic patterns <ul style="list-style-type: none"> • Stretch, stamp, clap • One action behind • How does the rhythm go? 2. Exploring call and response <ul style="list-style-type: none"> • Copy cups • Hear the call 3. Performing a simple rhythmic ostinato <ul style="list-style-type: none"> • Ostinato blues • Mystery number 4. Composing and notating rhythmic patterns <ul style="list-style-type: none"> • Cube notation • Beat monsters! 	<p style="text-align: center;"><u>PAINTING PICTURES WITH SOUND</u></p> <ol style="list-style-type: none"> 1. Identifying the interrelated dimensions of music <ul style="list-style-type: none"> • Dynamic actions • Music doodling 2. Accompanying songs with suitable timbre and expression <ul style="list-style-type: none"> • Suitably samba! • Musical instructions 3. Creating sounds in response to a stimulus <ul style="list-style-type: none"> • Sound actions • Poetry in motion 4. To compose music to communicate stories and settings <ul style="list-style-type: none"> • The sound of the wind • Composition wheels 	<p style="text-align: center;"><u>SING, PLAY, NOTATE!</u></p> <ol style="list-style-type: none"> 1. Describing and experimenting with pitch <ul style="list-style-type: none"> • Farewell melodies • Identifying pitch • Pass the solo 2. Representing pitch <ul style="list-style-type: none"> • Pipe cleaner notation • Coin notation • Dotty notation 3. Exploring the pentatonic scale <ul style="list-style-type: none"> • Pentatonic improvisation • Pentatonic haiku 4. Performing songs with tuned accompaniments <ul style="list-style-type: none"> • Trip-trap melody • Musical interludes
4	<p style="text-align: center;"><u>PLAYING WITH RHYTHM – PLAYING TOGETHER AND RHYTHMIC STRUCTURES</u></p> <ol style="list-style-type: none"> 1. Copying rhythmic patterns and performing together <ul style="list-style-type: none"> • One action behind • Call-And-Response • Rhythm Grids 2. Exploring notation <ul style="list-style-type: none"> • Introducing note values • Rhythm Pizzas 	<p style="text-align: center;"><u>MUSICAL CONTRASTS</u></p> <ol style="list-style-type: none"> 1. Exploring instrumental timbre and instrument families <ul style="list-style-type: none"> • Instrument families • A Musical Journey 2. Exploring major and minor tonalities <ul style="list-style-type: none"> • Major or minor? • Melancholic Music 	<p style="text-align: center;"><u>MELODY BUILDERS – EXPLORING MELODIES AND SONG STRUCTURES</u></p> <ol style="list-style-type: none"> 1. Describing and internalizing pitch <ul style="list-style-type: none"> • Up and down the stairs • Ascending or descending? 2. Composing and improvising with a given range of notes <ul style="list-style-type: none"> • Flowers in spring • Call-And-Response Melodies 3. Composing and notating melodies

	<p>3. Sticking to my part</p> <ul style="list-style-type: none"> • Samba Band • I like... <p>4. Composing in a rhythmic framework</p> <ul style="list-style-type: none"> • Rhythmic layers 	<p>3. Recognising and responding to musical instructions</p> <ul style="list-style-type: none"> • Lead and Follow <p>4. Composing in a structure</p> <ul style="list-style-type: none"> • AB structure • Catchy Chorus Returns 	<ul style="list-style-type: none"> • Leaping and stepping! • Two-bar melodies <p>4. Exploring song structure and preparing for performance</p>
5	<p style="text-align: center;"><u>EXPLORING RHYTHMIC LAYERS</u></p> <p>1. Exploring time signatures and performing together</p> <ul style="list-style-type: none"> • Pass the beanbag • The Rhythm of Life • Hot potato <p>2. Performing rhythms expressively</p> <ul style="list-style-type: none"> • Colour palette dynamics • Musical motifs <p>3. Exploring rhythmic texture</p> <ul style="list-style-type: none"> • Watch the conductor • Syncopated Rhythms <p>4. Creating and notating musical texture</p> <ul style="list-style-type: none"> • Video-call Composition 	<p style="text-align: center;"><u>MUSIC AND WORDS</u></p> <p>1. Developing an understanding of the inter-related dimensions and musical vocabulary</p> <ul style="list-style-type: none"> • Musical ingredients • Symbols and Colours <p>2. Improvising musical patterns</p> <ul style="list-style-type: none"> • Beat improvisation • Musical conversations <p>3. Exploring jazz</p> <ul style="list-style-type: none"> • Scat • Scat improvisation <p>4. Creating and notating music inspired by lyrics and poetry</p> <ul style="list-style-type: none"> • Volcano 	<p style="text-align: center;"><u>SONG INGREDIENTS</u></p> <p>1. Exploring melodic layers</p> <ul style="list-style-type: none"> • Round we go • Round and round • Play a round <p>2. Exploring scales, intervals and chords</p> <ul style="list-style-type: none"> • Melodies from words • Exploring intervals <p>3. Creating and playing harmonic accompaniments (drones, chords and basslines)</p> <ul style="list-style-type: none"> • Drones and melodies • Now that's called harmony! <p>Combining lyrics, melody and harmony</p> <ul style="list-style-type: none"> • We're Building A Song

WE'VE GOT RHYTHM: RHYTHMIC DEVICES AND STRUCTURE

- 1. Exploring time signatures and performing together**
 - Rumpy Tumpty
 - Mixed up rhymes
 - Take five styles
- 2. Performing rhythms expressively**
 - Plastic rap
- 3. Performing polyrhythms with expression**
 - African drums
- 4. Organizing rhythmic ideas in a structure**
 - Write a rap
 - Cup choreography
 - Body-Beat Composition

MUSICAL EFFECTS AND MOODS

- 1. Improvising and exploring local and instrumental effects**
 - Sound effects
 - Mickey Mousing
 - Fireworks!
- 2. Using harmony to create moods and atmosphere**
 - The power of intervals
- 3. Exploring musical styles and performance skills**
 - On with the show
 - Communicate with your audience
- 4. Composing and performing music to create moods and atmosphere**
 - One actor, many roles

CELEBRATING SONGS

- 1. Investigating song ingredients**
 - What's the message?
 - Song structures
- 2. Exploring scales and sequences**
 - Clearly chromatic
 - Exploring sequences
- 3. Playing and creating chord sequences and basslines**
 - This is the Blues
 - Leavers' Ensemble
- 4. Composing and performing music for an occasion**
 - Moving on