

Introducing the Sparkyard Music Curriculum...

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

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

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


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

Sparkyard lesson plans include:

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



YEAR 1, TERM 1 – CONTENT COVERAGE


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


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


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




KEY KSI NATIONAL CURRICULUM REQUIREMENTS

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

 Play tuned and untuned instruments musically

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


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

YEAR 1, TERM 2 – CONTENT COVERAGE

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



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

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

KEY KSI NATIONAL CURRICULUM REQUIREMENTS



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



Play tuned and untuned instruments musically



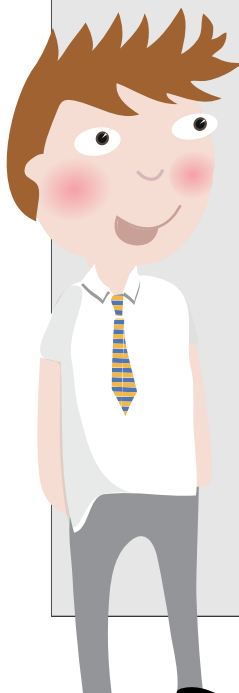
Listen with concentration to a range of high-quality live and recorded music





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

YEAR 1, TERM 3 – CONTENT COVERAGE

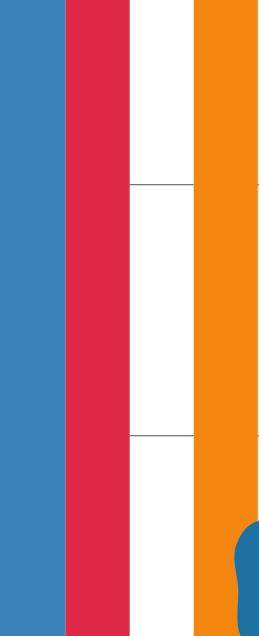
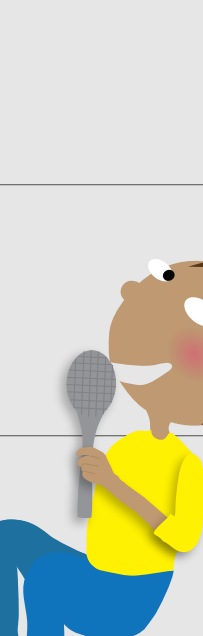
| STEP | ACTIVITY | WHAT'S ACHIEVABLE | CURRICULUM SKILLS | INTER-RELATED DIMENSIONS OF MUSIC | KSI NATIONAL CURRICULUM REQUIREMENTS | LISTEN/LOOK | SONG CHOICES |
|---|---|---|---|--|--------------------------------------|--|--|
| 1. Recognizing changes in pitch and copying simple pitch patterns | High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

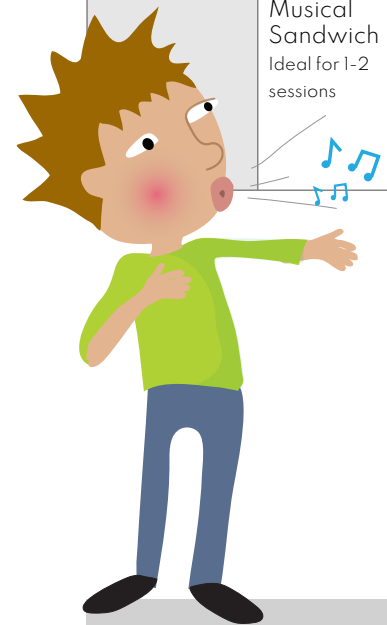


YEAR 1, TERM 3 – CONTENT COVERAGE (cont.)

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

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

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



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