

# 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 2, 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. Performing rhythms and movement to a steady pulse	Exercise Rhythms Ideal for a single session	<ul style="list-style-type: none"> <li>★ To maintain a steady pulse</li> <li>★ To copy pulse action sequences</li> <li>★ To compose call-and-echo movement sequences</li> </ul>	Sing Listen Improvise	Pulse Rhythm Structure Tempo			Coordination Funk Get Going Look What I Can Do!	
	Musical Instructions Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To perform movements to music</li> <li>★ To recognize and respond to musical instructions</li> <li>★ To recognize and begin to describe features of music (e.g. tempo, mood, timbre and pitch)</li> </ul>	Sing Listen Genre/History/ Musicians	Pitch Pulse Rhythm Tempo Timbre		French National Anthem <i>La Marseillaise</i> <i>All You Need Is Love</i> by The Beatles <i>Unsquare Dance</i> by Dave Brubeck	Bean Harvest Harvest Hoedown	
	Pass The Ball! Ideal for a single session	<ul style="list-style-type: none"> <li>★ To perform actions to a steady pulse</li> <li>★ To use movement to identify the first beat of the bar</li> <li>★ To develop ensemble skills</li> </ul>	Listen Play	Pulse Rhythm Tempo		<i>Waltz No. 2</i> from Jazz Suite, No. 2 by Shostakovich <i>On The Beautiful Blue Danube</i> by Strauss II <i>The Liberty Bell March</i> by Sousa <i>'In the Hall Of The Mountain King'</i> from <i>Peer Gynt</i> by Grieg	Beautiful Bird Coordination Funk Line Up, Line Up Lunch Make A Picture With Shapes Together Walking To School	
	Change! Ideal for a single session	<ul style="list-style-type: none"> <li>★ To perform actions to a steady pulse</li> <li>★ To internalize pulse</li> <li>★ To develop ensemble skills</li> </ul>	Sing Listen Play	Rhythm Pulse			Coordination Funk Line Up, Line Up Lunch This Day Together Walking To School	
2. Copying and creating rhythmic patterns	Foodie Rhythms Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To copy rhythm patterns</li> <li>★ To create rhythm patterns based on spoken words</li> <li>★ To play rhythms to a steady pulse</li> </ul>	Sing Listen Play Compose	Pulse Rhythm			Healthy Me The Harvest List We Can Help We've Got Tomatoes!	
	Song Tennis Ideal for a single session	<ul style="list-style-type: none"> <li>★ To internalize rhythm and melody ('thinking voice')</li> <li>★ To copy rhythmic and melodic patterns</li> <li>★ To follow a conductor</li> </ul>	Sing Listen Play	Pitch Pulse Rhythm			A Song You'll Love To Know! Careful How You Cross Counting It's Great When You Know The Alphabet! Perfect Symmetry The Number Bus	
	How Will You Play? Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To play rhythm patterns</li> <li>★ To begin to control dynamics when singing and playing instruments</li> <li>★ To explore the timbre of instruments</li> </ul>	Sing Listen Play	Dynamics Pulse Rhythm Timbre			Symphony No. 4, fourth movement by Bruckner	Bang, Tap, Stop!
	Time For A Rest Ideal for a single session	<ul style="list-style-type: none"> <li>★ To keep a steady pulse</li> <li>★ To listen to a rhythm and clap it back (call and response)</li> <li>★ To explore rests in music</li> </ul>	Listen Play	Pulse Rhythm Structure			Coordination Funk I Can Play Medication Wake Up!	



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

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Have You Heard Me? Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To perform a rhythmic chant with a steady pulse</li> <li>★ To begin to recognize patterns of sound and silence</li> <li>★ To choose suitable sounds to accompany a poem</li> </ul>	Sing Play Compose	Articulation Dynamics Pulse Rhythm Timbre	   		Have You Heard Me?
3. Combining rhythmic patterns	Body Percussion Ideal for a single session	<ul style="list-style-type: none"> <li>★ To recognize repeated rhythmic patterns</li> <li>★ To compose and perform a simple rhythmic ostinato</li> </ul>	Sing Listen Play Compose	Pulse Rhythm	   	Stomp - Live	Coordination Funk Medication Together We Are The Even Numbers
	We Can Play! Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To combine simple rhythm patterns</li> <li>★ To identify changes in musical texture</li> <li>★ To maintain a simple rhythmic part in a group</li> </ul>	Sing Listen Play	Pulse Rhythm Tempo Texture	   		I Can Play
	Combining Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To explore pulse and rhythm through movement</li> <li>★ To copy rhythm patterns</li> <li>★ To experiment with musical texture</li> <li>★ To perform a rhythmic ostinato</li> </ul>	Sing Listen Play	Pulse Rhythm Texture	   	Beardyman's <i>Kitchen Diaries</i>	March To The Beat
4. Representing rhythmic patterns	Choose Your Beat! Ideal for a single session	<ul style="list-style-type: none"> <li>★ To internalize pulse</li> <li>★ To identify beats in a bar</li> <li>★ To compose simple beat patterns</li> <li>★ To follow a simple graphic score</li> </ul>	Sing Listen Play	Pulse Rhythm Structure Texture Timbre	   		Coordination Funk London Bells Marching In The Snow Medication Put Your Coat On Together We Are The Even Numbers
	Four-Beat Patterns Ideal for a single session	<ul style="list-style-type: none"> <li>★ To identify beats in a bar</li> <li>★ To compose four-beat sound patterns</li> <li>★ To create a simple graphic score</li> </ul>	Sing Listen Play Compose Notation	Pulse Rhythm Structure Texture	   	<i>We Are Family</i> by Sister Sledge	Coordination Funk London Bells Medication The Brussel Sprout Blues Wake Up! We Are The Even Numbers
	Meet The Beat Monsters! Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To identify patterns in music</li> <li>★ To copy rhythm patterns</li> <li>★ To identify rests in music</li> <li>★ To compose and play simple rhythm patterns</li> </ul>	Sing Listen Play Compose Notation	Pulse Rhythm	   		Black And White Christmas Dear Santa Our Christmas Tree The Mince Pie Song Three Little Pigs

### 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 2, 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. Recognizing and exploring musical mood	How Do You Feel? Ideal for a single session	<ul style="list-style-type: none"> <li>★ To recognize how songs can communicate different moods</li> <li>★ To use movement to respond to the mood of music</li> </ul>	Sing Listen	Dynamics Tempo		<i>'Air On The G String'</i> from <i>Orchestral Suite No. 3</i> by J. S. Bach <i>Gymnopédie No. 3</i> by Satie <i>Maple Leaf Rag</i> by Scott Joplin <i>'Triumphal March'</i> from <i>Aida</i> by Verdi <i>'Wedding March'</i> from <i>A Midsummer Night's Dream</i> by Mendelssohn <i>'Jupiter'</i> from <i>The Planets</i> by Holst	Clap Hands! Stamp Feet! Get Going Let's Be Quiet Make A Face Keep On Smiling
	Musical Moods Ideal for a single session	<ul style="list-style-type: none"> <li>★ To recognize how music can communicate different moods</li> <li>★ To explore vocal timbre</li> <li>★ To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet, etc.)</li> </ul>	Sing Listen	Articulation Dynamics Tempo Timbre			Count Your Blessings Good Morning Hello, Hello Hello, Hello, Good Morning I'll Sing This Song Keep On Smiling Let's Be Quiet
	Happy Or Sad? Ideal for 2 sessions <span style="background-color: #800080; color: white; padding: 2px;">Coming soon</span>	<ul style="list-style-type: none"> <li>★ To recognize and describe changes in musical mood</li> <li>★ To respond to changes in major and minor tonality</li> <li>★ To recognize musical contrasts, e.g. changes in tempo, dynamics, articulation, duration</li> </ul>	Sing Listen Play	Articulation Dynamics Pitch Tempo Timbre Tonality		<i>Eine Kleine Nachtmusik</i> , K.525 by Mozart <i>Symphony No. 5</i> by Beethoven	
2. Choosing sounds to match a character, mood or theme	Peaceful Percussion Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To begin to control dynamics</li> <li>★ To select appropriate vocal and percussion sounds to match a theme</li> </ul>	Sing Listen Play Compose	Dynamics Pitch Tempo Timbre		4'33" by John Cage	Hush Let's Be Quiet Rapunzel's Song
	Calm And Cross Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To begin to learn about musical articulation and how it can be used expressively within music</li> <li>★ To compose and notate a piece of music with contrasting sections</li> <li>★ To vary tempo, dynamics and timbre to communicate a mood</li> </ul>	Sing Listen Play Compose Notation	Articulation Dynamics Structure Tempo Timbre			I'll Sing This Song I'm Cross! I'm A Wicked Witch, That's Me! I'm The Big, Bad Wolf Let's Be Quiet Rapunzel's Song Spider Music Who's That Stealing My Lettuces?
	Musical Doodle Boards Ideal for a single session	<ul style="list-style-type: none"> <li>★ To use symbols to represent instrumental or vocal sounds</li> <li>★ To use musical vocabulary to describe sounds</li> <li>★ To follow a graphic score</li> </ul>	Sing Listen Play Notation Compose	Articulation Dynamics Structure Timbre Tonality		<i>'Infernal Galop'</i> from <i>Orpheus In The Underworld</i> by Offenbach <i>Adagio</i> from <i>Clarinet Concerto in A Major</i> by Mozart <i>'Mars'</i> from <i>The Planets</i> by Holst <i>Fanfarra Cabua-Le-Le</i> by Sergio Mendes	The Doodling Song

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

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Scrape, Tap, Blow, Shake Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To use symbols to represent instrumental or vocal sounds</li> <li>★ To follow a conductor</li> </ul>	Sing Listen Play Notation Compose	Articulation Dynamics Structure Tempo Timbre	   	'Spring' from <i>The Four Seasons</i> by Vivaldi <i>Night On Bald Mountain</i> by Mussorgsky 'Air On The G String' from <i>Orchestral Suite No. 3</i> by J. S. Bach	Colours Of The World Sing Of A Rainbow The Doodling Song
3. Sequencing and combining sounds to tell stories and create effects	Stormy Weather Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To identify and describe a sequence of sounds</li> <li>★ To identify and control dynamics</li> </ul>	Sing Listen Play Notation Compose	Dynamics Texture Timbre	   	<i>Easter Song</i> by GLAD 'Storm Interlude' from <i>Peter Grimes</i> by Britten	
	Weather Improvisation Ideal for a single session	<ul style="list-style-type: none"> <li>★ To select sounds to accompany a song</li> <li>★ To create and perform a sequence of weather sounds</li> <li>★ To improvise sounds within a structure</li> </ul>	Sing Play Improvise Compose	Texture Tempo Dynamics Timbre Articulation Structure	   	<i>Helios Overture</i> by Nielsen <i>Symphony No. 1 'Winter Daydreams'</i> by Tchaikovsky	Can You See The Lightning? Hey Little April Shower Lazy Days Mister Wind Song For Every Season Wet, Wet, Wet! When It's A Sunny Day
4. Creating and performing soundscapes	Spring Soundscapes Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To recognize different instrumental timbres</li> <li>★ To improvise sounds on a given theme</li> <li>★ To experiment with and recognize changes in musical texture</li> </ul>	Sing Play Improvise	Structure Texture Timbre	   		Five Shiny Eggs I'm A Little Chick Spring Chicken
	Morning Soundscapes Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To begin to define and recognize a range of timbres and dynamics</li> <li>★ To create a musical story using appropriate timbres and dynamics on instruments</li> </ul>	Sing Listen Play Notation Compose	Dynamics Texture Timbre	   	'Morning Mood' from <i>Peter Gynt</i> by Grieg	Get A Move On Monday Morning Morning Has Broken It's Time To Wake Up Wake Up!



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# YEAR 2, 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. Identifying and describing changes in pitch	Pitch Doodles <i>Ideal for a single session</i>	<ul style="list-style-type: none"> <li>★ To use movement to respond to changes in pitch</li> <li>★ To use 'higher' or 'lower' to describe sounds</li> </ul>	Listen Sing Genre/History/ Musicians	Pitch Timbre		<i>The Waltzing Cat</i> by Leroy Anderson <i>Amazing Grace</i> (Traditional) <i>'Chinese Dance'</i> from <i>The Nutcracker</i> by Tchaikovsky	Sunflowers Growing The Brrrass Band The Marching Band	
	Pitch Perfect <i>Ideal for a single session</i>	<ul style="list-style-type: none"> <li>★ To recognize and describe changes in pitch</li> <li>★ To pitch-match simple phrases</li> <li>★ To explore vocal timbre</li> </ul>	Sing Listen	Articulation Dynamics Pitch Rhythm			Good Morning	
	High, Middle, Low <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> <li>★ To identify high-, mid- and low-pitched sounds</li> <li>★ To listen to and recall a sequence of sounds</li> <li>★ To use graphic notation to represent pitch</li> </ul>	Sing Listen Play Improvise Compose Notation	Pitch Structure			Happy Sun High In 1666 We're Detectives	
2. Copying pitch patterns	Up And Down <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> <li>★ To identify changes in pitch</li> <li>★ To play ascending and descending melodies on tuned percussion</li> </ul>	Sing Listen Play Compose	Pitch Timbre			Building Bricks I Wish I Had A Robot Old Toys, New Toys Step It Up For Sport Relief	
	Copy My Action <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> <li>★ To recognize and describe changes in pitch</li> </ul>	Listen Play	Pitch			<i>'Do Re Mi'</i> from <i>The Sound Of Music</i> by Rodgers and Hammerstein	Climbing Up The Beanstalk Follow The Silver Trail
	Vocal Story Maps <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> <li>★ To imitate and describe changes in pitch</li> <li>★ To compose and notate a short composition using graphic notation</li> </ul>	Sing Listen Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure Texture Timbre				
3. Creating and notating simple melodies	Just Five Notes <i>Ideal for 1-2 sessions</i>	<ul style="list-style-type: none"> <li>★ To sing pentatonic songs</li> <li>★ To begin to recognize pentatonic scales</li> </ul>	Sing Listen Genre/History/ Musicians	Pitch Pulse Rhythm		<i>The Girl With The Flaxen Hair</i> by Debussy	Just Five Notes Try and Try Again What Goes In, Must Come Out	

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

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES	
(3.)	Pentatonic Play Ideal for 1-2 sessions	★ To compose simple pentatonic melodies	Sing Listen Improvise Notation	Pitch Structure			Just Five Notes Try and Try Again What Goes In, Must Come Out	
	Step Or Leap? Ideal for 1-2 sessions	★ To play and sing melodies that move up and down by step ★ To recognize melodies that move by step or leap ★ To use graphic notation to represent a melody	Sing Listen Play Compose Notation	Pitch Structure			Joey Pitter Patter Caterpillar	
4. Performing simple musical accompaniments and preparing for performance	Summer Songs Ideal for 1-2 sessions	★ To play and sing melodies that move up and down by step ★ To play a simple melodic accompaniment	Sing Listen Play Compose	Pitch Structure			Did You Ever? Lovely Summer's Day	
	Songs Of The Sea Ideal for 2 sessions	★ To perform songs with instrumental accompaniment ★ To play a simple rhythmic and/or melodic ostinato	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture			Leave Her Johnny (Traditional Sea Shanty)	Hey, Mr Pirate! Red Sails Remember The Mary Rose Sail West, Señor! The Deep Blue Sea
	Meet The Dragons Ideal for 2-3 sessions	★ To compare songs on a given theme ★ To develop a short performance to share with others	Sing Listen Play	Dynamics Pitch Structure Tempo Timbre			Guangling Melody (Chinese Traditional)	Dragon Dance My Dragon We're Going Round The World
	Show Time Ideal for 2 sessions	★ To prepare songs for performance ★ To perform simple instrumental accompaniments ★ To suggest ways to improve a performance	Sing Play	Articulation Dynamics Pitch Structure Texture				Your choice of songs from Year 1



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