

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

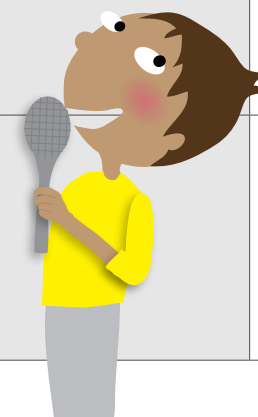


YEAR 5, TERM 1 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS					LISTEN/LOOK	SONG CHOICES
1. Exploring time signatures and performing together	Pass The Beanbag Ideal for a single session	★ To recognize and maintain a pulse in different metres ($\frac{4}{4}$ and $\frac{3}{4}$ time)	Sing Listen	Pulse Rhythm						<i>Al Citron</i> (Traditional)	Coordination Funk Just The Same Thank You For Loving Me Ubuntu Who Was William Shakespeare? Wouldn't It Be Funny?
	The Rhythm Of Life Ideal for 1-2 sessions	★ To perform rhythms accurately and in time as an ensemble ★ To perform a canon ★ To identify note values and follow rhythmic notation	Sing Listen Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Timbre							Living And Learning R.H.Y.T.H.M. The Rhythm Of Life Time For Everything
	Noodle Dance Ideal for 2 sessions	★ To feel the difference between time signatures ($\frac{3}{4}$ and $\frac{4}{4}$) ★ To perform rhythms accurately and in time as an ensemble ★ To compare traditional folk dances from around the world	Sing Listen Notation Genre/History/ Musicians	Pulse Rhythm						Basque Stick Dance (Traditional) Victorian Morris Dance (Traditional)	Build A Fort Doing Our Bit For The Nation Elizabethan Music Thank You For Loving Me The Cow Appreciation Song These Simple Things
	Elizabethan Dance Ideal for 2 sessions	★ To perform a rhythmic accompaniment in $\frac{3}{4}$ time ★ To copy rhythmic patterns accurately ★ To identify some characteristics of Elizabethan music	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Tempo Timbre						<i>Galliard</i> (Traditional) <i>Dances For Broken Consort</i> by Morley	Come To The Globe Elizabethan Music Ful-de-lul-de-loo! Who Was William Shakespeare?
	Hot Potato Ideal for a single session	★ To recognize and maintain a pulse in different metres ($\frac{4}{4}$ and $\frac{3}{4}$ time) ★ To recognize some characteristics of minuetts and polkas	Sing Listen Play Notation Genre/History/ Musicians	Pulse Tempo						<i>Jenny Lind Polka</i> (Traditional) <i>Minuet</i> by Boccherini	Child In A Manger Born Come To The Globe Elizabethan Music Just The Same
2. Performing rhythms expressively	Colour Palette Dynamics Ideal for a single session	★ To listen to and copy rhythmic patterns ★ To use dynamics expressively in performance ★ To use musical vocabulary to describe dynamics ★ To recognize some characteristics of music from the Romantic period	Sing Listen Play Notation	Dynamics Pulse Rhythm Timbre						Piano Concerto No. 2, first movement by Rachmaninoff	Fiesta Give Yourself A Clap
	Tabletop Percussion Machine Ideal for 1-2 sessions	★ To recognize and define a range of timbres ★ To create and perform rhythmic patterns ★ To organize rhythmic ideas within a structure	Sing Listen Play Improvise	Dynamics Pulse Rhythm Structure Timbre							Coordination Funk R.H.Y.T.H.M. Rock Around The Shops The Sand Dance

YEAR 5, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS					LISTEN/LOOK	SONG CHOICES
(2.)	National Anthems Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To copy rhythms accurately ★ To follow rhythmic notation ★ To use dynamics in performance ★ To identify characteristics of a national anthem 	Sing Listen Play Notation Genre/History/ Musicians	Dynamics Rhythm Pulse						Welsh National Anthem: <i>Land Of My Fathers</i> Polish National Anthem Japan National Anthem	The National Anthem
	Musical Motifs Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To sing and play percussion with changes in tempo, articulation, dynamics, pitch and timbre ★ To use the inter-related dimensions of music to evoke mood and atmosphere 	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Pulse Rhythm Structure Timbre						Symphony No. 5, first movement by Beethoven <i>Smoke On The Water</i> by Deep Purple 'Hedwig's Theme' from <i>Harry Potter And The Philosopher's Stone</i> by John Williams	
3. Exploring rhythmic texture	Rhythmic Layers Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain an independent part in an ensemble ★ To perform rhythms accurately ★ To experiment with rhythmic texture 	Listen Play Compose Notation	Dynamics Pulse Rhythm Texture Timbre						<i>Clapping Music</i> by Steve Reich	Clomp, Stomp Crazy Clapping
	Rhythm Wall Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform rhythms as an ensemble ★ To recognize the difference between a sparse and a dense texture ★ To experiment with musical texture when singing songs 	Sing Listen Play Notation	Pulse Rhythm Texture						Flash Mob Performances: <i>Grease</i> <i>Lean On Me</i> <i>Bolero</i>	I Have A Song To Sing One Little Voice Seeds Of Friendship
	Watch The Conductor Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To maintain rhythms accurately and in time as a group ★ To perform polyrhythms accurately and in time with others ★ To follow accurately the directions of a conductor, with an understanding of dynamic contrasts 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture						<i>Bolero</i> by Ravel	Time For Everything
	Syncopated Rhythms Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize a syncopated rhythm ★ To maintain a syncopated rhythm accurately and in time as a group 	Sing Listen Play	Pulse Rhythm Structure Texture							Calypso Carol Christmas Has Started Harvest Samba Mary's Boy Child When It's A Sunny Day 'S No Problem Sing Yourself A Happy Song



YEAR 5, TERM 1 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Creating and notating musical texture	Crazy Clapping Improvisation Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To follow rhythmic patterns accurately ★ To follow graphic notation ★ To experiment with musical texture ★ To create a class improvisation 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Texture		<i>Peter Gunn Theme</i> by Henry Mancini <i>The Pink Panther Theme</i> by Henry Mancini	Crazy Clapping
	Video-Call Composition Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To experiment with musical texture ★ To create graphic notation ★ To describe the structure of a piece of music ★ To research information about significant composers 	Sing Listen Play Compose Notation Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture Timbre		Horn Concerto No. 4, third movement by Mozart <i>Water Music, Suite No. 3</i> , third movement by Handel <i>Brandenburg Concerto No. 5</i> , third movement by J. S. Bach Symphony No. 5, first movement by Beethoven	Composer Fun Facts
	Recycled Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To experiment with rhythmic texture ★ To create graphic notation ★ To investigate different ways of classifying instruments ★ To describe the timbre of instruments 	Sing Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Tempo Texture Timbre		<i>Fish Bucket</i> by Weapons of Sound	Recycle Me Recycle It!



KEY KS2 NATIONAL CURRICULUM REQUIREMENTS



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



Use and understand staff/stave and other musical notations

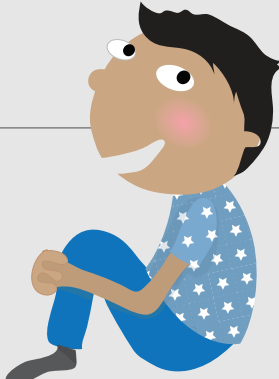


Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



Develop an understanding of the history of music
















YEAR 5, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS					LISTEN/LOOK	SONG CHOICES
1. Developing an understanding of the inter-related dimensions and musical vocabulary	Musical Ingredients Ideal for a single session	<ul style="list-style-type: none"> ★ To identify and describe the inter-related dimensions of music (pitch, dynamics, rhythm/duration, tempo, timbre, articulation) ★ To use the inter-related dimensions of music to enhance a performance ★ To recognize Italian musical vocabulary 	Sing Listen Improvise Notation	Articulation Dynamics Pitch Rhythm Tempo Timbre							I'll Sing This Song Music Italiano
	Italiano Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and use Italian musical vocabulary ★ To vary tempo, dynamics and articulation when singing ★ To follow musical directions 	Sing Listen Genre/History/ Musicians	Articulation Dynamics Tempo						Trumpet Concerto, third movement by Haydn 'Largo' from <i>Xerxes</i> by Handel Piano Sonata No. 14 'Moonlight' by Beethoven Symphony No. 9 'From The New World', second movement by Dvořák 'Summer' from <i>The Four Seasons</i> by Vivaldi	I'll Sing This Song Music Italiano
	Symbols And Colours Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To listen to and describe how the dimensions of music are used in a piece of music ★ To use musical vocabulary associated with timbre, tempo and dynamics ★ To devise graphic notation in response to music 	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Tempo Timbre						'Artikulation' by Ligeti 'Cellogram' from <i>Postal Pieces</i> by James Tenney <i>Postcard Pieces</i> by Deborah Pritchard, Will Darkin, Samantha Fernando, Helen Darkin, James Joslin and Bethany Porter Lewis, performed by Louise McMonagle	Today
	Meet The Artists Ideal for a single session	<ul style="list-style-type: none"> ★ To listen to and describe how the dimensions of music are used in a piece of music ★ To recognize changes in musical style ★ To create artwork in response to features in a piece of music 	Sing Listen Notation Genre/History/ Musicians	Articulation Notation Pitch Rhythm Tempo Texture Timbre						<i>English Folk Song Suite</i> by Vaughan Williams	Take 5 Styles
2. Improvising musical patterns	Beat Improvisation Ideal for a single session	<ul style="list-style-type: none"> ★ To create sounds using voices and body percussion ★ To improvise sounds to a four-beat pulse ★ To develop ensemble skills, playing sounds accurately and together 	Listen Play Improvise	Articulation Pitch Rhythm Timbre							 Coordination Funk New Day Blues Monday Morning Song Of Blessing Start The Day With Exercise Thank You For Loving Me The 'Good Times' Tables (Any Table)

YEAR 5, TERM 2 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS					LISTEN/LOOK	SONG CHOICES	
(2.)	Mind The Gap Ideal for 2 sessions	<ul style="list-style-type: none">★ To identify the call-and-response structure of a song★ To improvise rhythmic patterns to a four-beat pulse★ To develop ensemble skills, playing accurately and together	Sing Listen Play Improvise	Dynamics Pitch Pulse Rhythm Structure							'I'd Do Anything' from <i>Oliver!</i> by Lionel Bart	A Song You'll Love To Know! Music Makes The World Go Round Song Of The Social Classes Thank You God The Road Building Song
	Musical Conversations Ideal for 2 sessions	<ul style="list-style-type: none">★ To play call-and-response rhythms★ To improvise rhythmic patterns, performing to a steady pulse★ To develop ensemble skills, playing accurately and together	Listen Play Improvise Genre/History/ Musicians	Dynamics Rhythm Structure Timbre							Trumpet Concerto, first movement cadenza by Haydn Concerto for Turntables and Orchestra by Gabriel Prokofiev	At The Cross Music Makes The World Go Round Thank You God
	Improvising Melodies Ideal for 2 sessions	<ul style="list-style-type: none">★ To play an improvised instrumental 'response' on pitched percussion★ To improvise simple melodies over four beats	Sing Play Improvise	Pitch Rhythm Structure							Spontaneous Inventions by Bobby McFerrin	Springtime
3. Exploring Jazz	That's Jazz Ideal for 1-2 sessions	<ul style="list-style-type: none">★ To recognize some stylistic features of jazz music★ To find out about influential jazz musicians★ To sing songs with an awareness of style	Sing Listen Genre/History/ Musicians	Pitch Rhythm Timbre							<i>Heebie Jeebies</i> or <i>Indiana</i> by Louis Armstrong And His Hot Five	In The Band Jazz Is Cool Shoo-be-doo-ah
	Scat Ideal for 2 sessions	<ul style="list-style-type: none">★ To explore vocal timbre, imitating instrumental sounds★ To compose rhythms using 'scat' sounds★ To use the inter-related dimensions of music (timbre, dynamics, structure, tempo) in a composition★ To gain an understanding of 'scat' singing as a feature of jazz and blues music	Sing Listen Compose Improvise Genre/History/ Musicians	Dynamics Pitch Rhythm Structure Tempo Timbre							<i>How High The Moon</i> performed by Ella Fitzgerald <i>Take The 'A' Train</i> performed by Duke Ellington and His Orchestra <i>Heebie Jeebies</i> performed by Louis Armstrong And His Hot Five	In The Band Jazz Is Cool Shoo-be-doo-ah
	Scat Improvisation Ideal for 1- 2 sessions	<ul style="list-style-type: none">★ To improvise melodies musically and in time using 'scat' syllables	Sing Listen Improvise Genre/History/ Musicians	Pitch Rhythm Timbre							<i>One Note Samba</i> performed by Ella Fitzgerald	Have You Heard? (He Has Risen!) Something Special

YEAR 5, TERM 2 – CONTENT COVERAGE (CONT.)

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4. Composing and notating music inspired by lyrics and poetry	Volcano Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To use the inter-related dimensions of music expressively when composing ★ To identify how music can be used to create an atmosphere or mood ★ To create and perform from a graphic score 	Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Texture Tempo Timbre	    	<i>Artikulation</i> by Ligeti <i>'Clair de lune'</i> from <i>Suite Bergamasque</i> by Debussy	Volcano
	Word Work-Out! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To use voices creatively, making subtle changes to vocal timbre to achieve an effect ★ To use the inter-related dimensions expressively when composing ★ To create graphic notations 	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Structure Texture Tempo Timbre Tonality	    	<i>'The Hut On Fowl's Legs'</i> from <i>Pictures At An Exhibition</i> by Mussorgsky	The Synonym Song Wonderful Words
	Composing From Lyrics Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play a melody to accompany a song using standard notation ★ To compose music inspired by song lyrics over a simple melodic accompaniment ★ To represent musical ideas using a combination of standard and graphic notation ★ To recognize how music can establish mood and atmosphere 	Sing Listen Play Compose Notation	Articulation Dynamics Notation Pitch Rhythm Structure Texture Timbre	    	<i>Piece Peace</i> by Bill Evans	Crazy Clapping Memories That's The Way We're Put Together Warm The Brain When Morning Comes

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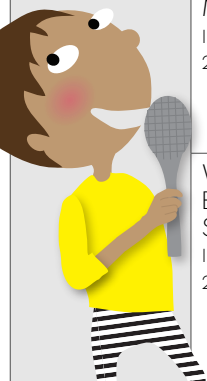
YEAR 5, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS				LISTEN/LOOK	SONG CHOICES
1. Exploring melodic layers	Round We Go Ideal for a single session	<ul style="list-style-type: none"> ★ To maintain a part in a group when singing ★ To perform a simple round ★ To sing with a good awareness of pitch 	Sing Listen	Pitch Rhythm Structure Texture					<i>Canon In D</i> by Pachelbel	Poor Little Pluto School Is Nearly Over Tick Tock (The Clocks Go Forward)
	Round And Round Ideal for a single session	<ul style="list-style-type: none"> ★ To identify the structure of a round ★ To identify phrases in a round ★ To sing in two parts, identifying the difference between unison and harmony singing ★ To compare rounds 	Listen Sing Genre/History/ Musicians	Pitch Structure Timbre					<i>Three Blind Mice</i> (Traditional) <i>Three Country Dances In One</i> (Traditional compiled by Thomas Ravenscroft)	School Is Nearly Over
	Layers Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To sing a song in parts ★ To describe how melodies fit together and produce harmony ★ To develop listening skills when performing as a group 	Sing Listen	Pitch Pulse Rhythm Structure Texture					'One Day More' from <i>Les Misérables</i> by Alain Boublil and Claude-Michel Schönberg Live Looping by Reinhardt Buhr	I Got A Little Dog In The Band The Bonkers Song We Sing Your Praise
	Play A Round Ideal for a single session	<ul style="list-style-type: none"> ★ To identify the structure of a round ★ To play phrases from a round ★ To play a round in two parts 	Sing Listen Play Notation Genre/History/ Musicians	Pitch Structure Timbre					<i>Frère Jacques</i> (Traditional) performed by Mundwerk	I Love To Sing! I Went To The Shop Sing A Round Start The Day With Exercise
2. Exploring scales, intervals and chords	Melodies From Words Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify scalar patterns ★ To compose simple melodies ★ To notate melodies using informal and standard notation 	Sing Listen Play Notation	Dynamics Pitch Rhythm Tempo						Celebrate Life Today! Chocolate Take A Major Scale
	Try A Triad Ideal for a single session	<ul style="list-style-type: none"> ★ To play triads based on a major scale ★ To hear the difference between major and minor chords ★ To play a scale following letter and staff notation 	Sing Listen Play Notation	Pitch Structure Tonality						Harmony Our Time To Shine Ubuntu

YEAR 5, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Exploring Intervals Ideal for a single session	<ul style="list-style-type: none"> ★ To hear the difference between musical intervals ★ To identify, play and sing musical intervals ★ To begin to recognize intervals that are consonant or dissonant 	Sing Listen Play Notation	Pitch		'Buckaroo Holiday' from 'Four Dance Episodes' from Rodeo by Copland Beethoven's 5th Symphony (First movement) Star Wars Theme by John Williams	Ear Warm
	Match The Chord To The Word Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To select pitches to create major and minor chords ★ To choose major and minor chords to establish mood ★ To play chords accurately together as a group and produce harmony 	Play Notation	Pitch Pulse Rhythm		Nocturne No. 2, Op. 9 by Chopin Scarborough Fair (Traditional)	Newspaper Pictures Sometimes I Wonder
3. Creating and playing harmonic accompaniments (drones, chords and basslines)	Drones And Melodies Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To compose a short pentatonic melody above a drone ★ To notate a melody using staff and letter notation ★ To sing a song with harmony parts 	Sing Listen Play Notation Improvise Compose Genre/History/ Musicians	Dynamics Pitch Rhythm Tempo		Amazing Grace (Traditional) The Peacock Followed The Hen (Traditional)	As The Sun Rises
	Now That's Called Harmony! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify notes from the C major chord (triad) ★ To listen to and play short melodies by ear ★ To combine melodic parts to create harmony 	Sing Listen Play Notation	Pitch Structure Texture		Smile by Charlie Chaplin	Harmony The Harmony Blues Ubuntu
	Playing With Chords Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To select pitches to create simple major chords ★ To play chords accurately together as a group and produce three-part harmony ★ To play a chordal accompaniment using staff and letter notation 	Play Notation	Pitch Pulse Rhythm			He'll Be There
	Extra-ordinary Ensemble Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To accompany a song with a bassline ★ To play as an ensemble, accurately and in time ★ To identify characteristics of country rock music 	Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		Turn! Turn! Turn! by The Byrds I Can't Dance by Gram Parsons	Extraordinary Me! Extraordinary You!

YEAR 5, TERM 3 – CONTENT COVERAGE (CONT.)

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 4. Combining lyrics, melody and harmony	Write Your Own Song Ideal for 2-3 sessions	<ul style="list-style-type: none">★ To recognize rhythmic syllable placement in music using lyrics★ To recognize the structure of a song★ To compose lyrics to fit a given melody★ To add a bassline accompaniment to a song	Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure						<i>Wuthering Heights</i> by Kate Bush <i>'The Old Castle'</i> from <i>Pictures At An Exhibition</i> by Mussorgsky	Take A Major Scale
	Class Jingle Ideal for 2 sessions	<ul style="list-style-type: none">★ To identify features of jingles★ To compose and perform a class jingle★ To notate a melody using staff or letter notation	Sing Play Compose Notation	Pitch Rhythm Structure							Coordinating Conjunctions (FANBOYS) Give It All You've Got Perimeter-ter-ter! Ubuntu We Are One We're So Proud Of Our School
	Lyrics And Melody Ideal for 2 sessions	<ul style="list-style-type: none">★ To compose a song following a melodic structure★ To perform a melody and harmony part on tuned percussion★ To notate a melody using letter notation	Sing Play Compose Notation	Pulse Pitch Rhythm Structure						<i>I'm Still Standing</i> and <i>Your Song</i> by Elton John and Bernie Taupin <i>The Gnu Song</i> by Michael Flanders and Donald Swann	Take A Major Scale
	We're Building A Song Ideal for 2 sessions	<ul style="list-style-type: none">★ To compose a song following a melodic structure★ To perform a melody and harmony part on tuned percussion★ To notate a melody using letter notation	Play Sing Listen Compose Notation	Pitch Rhythm Structure						<i>Olympic Hymn</i> by Spyridon Samaras <i>The Olympian: The Lighting Of The Torch</i> and <i>Closing</i> by Philip Glass <i>Call Of The Champions</i> by John Williams	Singing A Thankful Song Sing Together We Are One We're Building



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