

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 6, 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	Rumpty Tumpty Ideal for a single session	<ul style="list-style-type: none"> ★ To begin to understand the construction of a $\frac{6}{8}$ time signature ★ To maintain a steady beat in $\frac{6}{8}$ 	Sing Listen Play Notation	Pulse Rhythm		<i>Sicilienne</i> for cello and piano Op. 78 by Fauré	Benediction Song Harvest Song I Will Rejoice J'ai Perdu Mon Chapeau! 93 Million Miles Ring Out Silent Night Song Of The Street Children Turn Back The Clocks
	Pass The Pebble Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To maintain a steady pulse in different time signatures ($\frac{4}{4}$ and $\frac{6}{8}$) ★ To maintain a part in a small group ★ To perform rhythmic patterns to the pulse 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm		<i>You've Got To Hide Your Love Away</i> by the Beatles <i>Sir Eglamore</i> by Kate Rusby	Benediction Song Coordination Funk Harvest Song In 1666 J'ai Perdu Mon Chapeau! 93 Million Miles This Christmas Time
	Cup Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To maintain a steady pulse in different time signatures ($\frac{4}{4}$ and $\frac{6}{8}$) ★ To maintain a part in an ensemble ★ To perform rhythmic patterns accurately 	Sing Listen Play	Dynamics Pulse Rhythm			Coordination Funk Harvest Song 93 Million Miles Silent Night Turn Back The Clocks
	Mixed-up Rhymes Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To maintain a steady pulse in $\frac{6}{8}$ ★ To copy and create $\frac{6}{8}$ rhythms ★ To identify characteristics of a jig (gigue) 	Sing Listen Play Compose Genre/History/ Musicians	Pulse Rhythm Structure		<i>Gigue</i> from Cello Suite No.1 by J.S. Bach <i>The Kesh Jig</i> (Traditional)	Flea Song (It's The Bee's Knees!) Ful-de-loo-de-loo Sing A Song For Harvest The 'Losing Things' Song Tickled Me Pink
	Take Five Styles Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize changes to musical pulse ★ To perform accurately in different tempos and time signatures ★ To demonstrate appropriate articulation on instruments in different styles of music 	Sing Listen Play Genre/History/ Musicians	Articulation Dynamics Pulse Rhythm Tempo		<i>Libertango</i> by Piazzolla	Take 5 Styles

YEAR 6, 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. Performing rhythms expressively – solo and in small groups	Mad On Popping Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To select suitable timbres to accompany a poem ★ To create layers of rhythm ★ To perform a poem with expression ★ To perform a solo part in a small group performance 	Sing Listen Play Compose	Articulation Dynamics Pulse Rhythm Structure Timbre								Mad On Popping
	Plastic Wrap Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To experiment with using accents to create different musical effects ★ To prepare a poem for performance ★ To follow rhythmic notation 	Sing Listen Play Notation	Articulation Pulse Rhythm Structure							African talking drum performed by Ayan Bisi Adeleke	Plastic Wrap
	Quack, Twitter, Cluckety! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize the duration of quavers, crotchets and triplets ★ To compose and perform rhythms accurately and in time 	Sing Listen Play Compose	Pulse Rhythm Structure Tempo							<i>Cantus Arcticus</i> by Einojuhani Rautavaara	Dawn Chorus Juicy Fruit Lazy Days The Mad Moon Song
	Raps Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify some features of rap music ★ To perform a rap as a class ★ To perform rhythms expressively in small groups ★ To listen carefully and give feedback about each other's performance 	Sing Listen Genre/History/ Musician	Articulation Dynamics Pulse Rhythm Timbre							<i>Rapper's Delight</i> by The Sugarhill Gang	1066 Rap
3. Performing polyrhythms with expression	African Drums Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play three different tones on an African drum ★ To play a rhythmic ostinato on drums or other untuned percussion ★ To perform polyrhythms accurately and in time as part of a group 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Texture Timbre							Djembe solo performed by M'Bemba Bangoura	Living And Learning
	Latin Rhythms Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform polyrhythms ★ To recognize some features of Latin music ★ To create and perform an ostinato as an accompaniment 	Sing Listen Play Genre/History/ Musicians	Dynamics Pulse Rhythm Structure Texture							Examples of Latin American instruments <i>La Salsa Nunca Se Acaba</i> by Susie Hansen	Ai Caramba Samba Life Is Good! Fiesta



YEAR 6, 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
	Samba Rhythms Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play polyrhythms accurately and in time as an ensemble ★ To identify characteristics of samba music 	Sing Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Texture		Examples of Samba percussion instruments Batucada	Ai Caramba Samba Fiesta Harvest Samba
4. Organizing rhythmic ideas in a structure	Write A Rap Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize the structure of a song written in rap style ★ To compose appropriate rap lyrics over an eight-bar verse 	Sing Listen Compose	Pulse Rhythm Structure		<i>Planet Rock</i> by Afrika Bambaataa & Soulsonic Force	The Gift Of Life
	Cup Choreography Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform rhythms accurately and expressively ★ To organize rhythmic ideas into a structure ★ To identify and describe changes in musical texture ★ To compose cup and body-percussion rhythms from rhythmic notation 	Play Listen Compose Improvise Notation Genre/History/ Musicians	Dynamics Pulse Rhythm Texture Timbre		Konnakol performance by V. Shivapriya and B. R. Somashekar Jois	Christmas Has Started Coordination Funk Light Up The Sky Midnight
	Body-Beat Composition Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform body-percussion rhythms as an ensemble ★ To organize rhythmic ideas into musical structures ★ To notate a composition ★ To compare how body percussion is used in different cultures and traditions 	Sing Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Tempo		Gumboot dancing Saman dancing Traditional Romany dancing	



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 6, 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. Improvising and exploring vocal and instrumental effects	Sound Effects Ideal for a single session	<ul style="list-style-type: none"> ★ To experiment with vocal sounds, varying pitch, articulation, timbre and dynamics ★ To follow a graphic score 	Sing Listen Improvise Notation	Articulation Dynamics Pitch Timbre		The Honda Civic 'Choir' by Steve Sidwell	Baby Business Cheeky Charlie Chick Cookies I'm Chipper and I'm Chirpy Michael Finnegan Peter Piper Sounds That's Alliteration! Warm Up In Style!
	Mickey Mousing Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To experiment with vocal and instrumental sounds, varying pitch, articulation, timbre and dynamics ★ To improvise on instruments in response to a stimulus ★ To describe music using appropriate musical vocabulary ★ To explore musical techniques used in film music 	Sing Play Improvise Compose Genre/History/ Musicians	Articulation Dynamics Pitch Tempo Timbre		<i>Steamboat Willie</i> directed by Walt Disney Clip from <i>Spider-Man</i>	What A Flexible Body!
	Fireworks! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To use a range of vocal timbres to create sound imagery ★ To perform a soundscape following a graphic score (with timeline) ★ To identify key features of Tchaikovsky's <i>1812 Overture</i> 	Sing Listen Compose Improvise Notation Genre/History/ Musicians	Dynamics Pitch Structure Texture Timbre		<i>1812 Overture</i> by Tchaikovsky <i>U Vorot, U Vorot</i> (Traditional) <i>La Marseillaise</i>	Fireworks (Warm-up)
	Articulate Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize staccato and legato articulation ★ To sing with appropriate articulation 	Sing Listen	Articulation Pitch Timbre		Clarinet Concerto, second movement by Mozart <i>Villageoises, Staccato</i> by Poulenc	Build A Fort I'm Chipper and I'm Chirpy Major General Calculate Medication Silly Donkey!
2. Using harmony to create moods and atmosphere	The Power Of Intervals Ideal for a single session	<ul style="list-style-type: none"> ★ To hear how different musical intervals sound ★ To identify, play and sing musical intervals ★ To recognize the difference between consonant and dissonant sounds in harmony 	Sing Play Notation Genre/History/ Musicians	Pitch Structure		'Somewhere Over The Rainbow' from <i>The Wizard Of Oz</i> by Harold Arlen Theme from <i>Jaws</i> by John Williams	Ear Warm











YEAR 6, TERM 2 – CONTENT COVERAGE (CONT.)

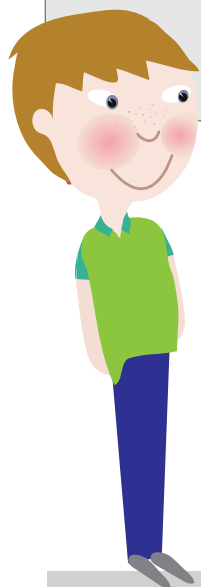
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
	Dark And Light Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To select appropriate dynamics, harmony and timbre to establish mood and atmosphere ★ To use consonant and dissonant harmony to create 'tension' and 'release' ★ To listen to and suggest ways to improve a performance 	Play Listen Compose	Dynamics Pitch Tempo Timbre		<i>Helios Overture</i> Op. 17 by Carl Nielsen	Dark And Light Sun Arise
	Unity And Discord Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To explore ways that 'unity' and 'discord' can be illustrated through music ★ To explore and play the inter-related dimensions to create contrasting musical effects ★ To play instruments responding to the directions of a conductor 	Sing Listen Play Compose	Dynamics Pitch Timbre Tonality		<i>Panic</i> by Harrison Birtwistle 'Jupiter' from <i>The Planets</i> by Holst	As One Differences Make Us Unique
3. Exploring musical styles and performance skills	On With The Show Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify key features of musical theatre in a range of songs ★ To sing songs with an awareness of style ★ To discuss the development of musical theatre ★ To consider ways to improve a vocal performance (e.g. using clear diction) 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure		'Another Op'nin', <i>Another Show</i> from <i>Kiss Me, Kate</i> by Cole Porter 'Major General's Song' from <i>The Pirates of Penzance</i> by Gilbert and Sullivan 'I Got Rhythm' from <i>Girl Crazy</i> by George and Ira Gershwin 'Jacob And Sons' from <i>Joseph And The Amazing Technicolour Dreamcoat</i> by Andrew Lloyd Webber	Betcha Cookies I'm Chipper And I'm Chirpy Our Time To Shine! Peter Piper That's Alliteration! Today Is The Start
	Take To The Stage Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To sing songs with an awareness of style ★ To explore techniques to communicate characters effectively, considering the role of the performer and audience ★ To consider ways to improve a vocal performance (e.g. using clear diction, facial expression) 	Sing Listen Genre/History/ Musicians	Articulation Dynamics Pitch Tempo Timbre Tonality		'Consider Yourself' from <i>Oliver!</i> by Lionel Bart 'If I Only Had A Brain' from <i>The Wizard Of Oz</i> by Arlen and Harburg	Betcha Make A Difference Song Of The Social Classes Song Of The Street Children The Slave Song Tickled Me Pink!

YEAR 6, 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
(3.)	Communicate With Your Audience Ideal for a single session	<ul style="list-style-type: none"> ★ To consider ways to communicate the lyrical meaning of a song ★ To explore ideas for staging a section of a song ★ To develop understanding of what makes a successful performance 	Sing	Articulation Dynamics Texture Timbre							Completely Uniquely Me! Extraordinary Me! Extraordinary You! I'm Not Who You Say I Am It's My Life This is Me!
	In The Pit! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform an instrumental accompaniment in $\frac{3}{4}$ time ★ To recognize some characteristics of musical theatre performance ★ To perform an ostinato rhythm using standard notation 	Sing Play Notation Genre/History/ Musicians	Pulse Rhythm Tempo						Medley from <i>Les Misérables</i> by Claude-Michel Schönberg, Alain Boublil and Jean-Marc Natel	Come To The Globe
4. Composing and performing music to create moods and atmosphere	Space Sounds In Sync Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To use instruments and voices creatively, making subtle changes to tempo and dynamics to achieve an effect ★ To use the inter-related dimensions expressively when composing ★ To create and follow a graphic score (with timeline) 	Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Structure Texture Timbre						<i>First Step</i> by Hans Zimmer	Space Music
	One Actor, Many Roles Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To consider ways to communicate the lyrical meaning of a song ★ To compose music using a melodic motif, using the inter-related dimensions of music to evoke mood and atmosphere ★ To notate music using a combination of standard and graphic notation ★ To explore how composers use leitmotifs to represent characters 	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Pitch Rhythm Structure Texture Tempo Timbre						Excerpts from <i>Tristan And Isolde</i> by Wagner <i>Star Wars Theme</i> by John Williams	Completely Uniquely Me! Extraordinary Me! Extraordinary You! I'm Not Who You Say I Am I'm OK! It's My Life This Is Me!
	Comedy Sound Effects Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform a song with expression, exploring techniques to communicate style and mood ★ To create and perform 16-beat rhythms, following graphic notation ★ To create graphic notation to represent a sequence of comedy sound effects 	Sing Play Listen Compose Notation Genre/History/ Musicians	Dynamics Structure Tempo Timbre						Excerpt from <i>Ratatouille</i> by Michael Giacchino, performed by a Foley Artist <i>John Williams On Hosepipe</i> by The Rainer Hersch Orkestra	Doing Something Funny!

YEAR 6, 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
(4.)	Roller Coaster Ride! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To use instruments and voices creatively, making subtle changes to tempo and dynamics to achieve an effect ★ To use the inter-related dimensions expressively when composing ★ To create graphic notation 	Play Listen Compose Notation	Dynamics Pitch Tempo Timbre	    	<i>1812 Overture</i> by Tchaikovsky	The Roller Coaster
	Silent Film Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To compose and notate music for a short section of a film ★ To identify how music can be used to create an atmosphere or mood ★ To describe music using appropriate vocabulary 	Compose Improvise Notation Play Sing	Articulation Dynamics Tempo Timbre	    	Excerpt from <i>The Circus</i> by Charlie Chaplin	Music Italiano



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 6, 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. Investigating song ingredients	What's The Message? Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To discuss how songs can be used to tell a story, express a feeling and communicate a message ★ To analyze a song, identifying how the musical dimensions are used to express the lyrical content ★ To recognize the importance of song lyrics in communicating a message 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure Timbre Tonality					<i>What Have They Done To The Rain</i> , by Malvina Reynolds, performed by Joan Baez <i>Big Yellow Taxi</i> by Joni Mitchell	A Great Big Change Green Song In The Bin (7 million Tons)
	Song Structures Ideal for a single session	<ul style="list-style-type: none"> ★ To evaluate the structure of a song ★ To listen for structural features in contrasting pieces of music ★ To recognize key characteristics of pop songs 	Listen Sing Genre/History/ Musicians	Structure					<i>Hey Jude</i> and <i>With A Little Help From My Friends</i> by The Beatles	Conkers! Don't Forget Your Sun Cream Everybody Sing Harvest Samba London Bells Song For Every Day The Mary Rose We're So Proud Of Our School When We Celebrate
	Song And Dance Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize the structural features of a song ★ To interpret the lyrical content of a song ★ To identify 'hooks' in pop songs ★ To represent song features with movement and dance 	Sing Listen Genre/History/ Musicians	Pitch Rhythm Structure					<i>Hound Dog</i> by Elvis Presley <i>Respect</i> by Aretha Franklin	Everybody Sing! When We Celebrate
	Song Detectives Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify and describe musical features of a song ★ To recognize the structure of a song ★ To develop critical listening skills 	Sing Listen Genre/History/ Musicians	Pitch Structure Tempo Texture Timbre Tonality						A Great Big Change All Around The World There Is Singing Benediction Song Different Drums Dragonfly Jazz is Cool Singsational Sun Arise The White Cliffs Of Dover 1066 Rap Today We're Building Who Was William Shakespeare?



YEAR 6, 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 scales and sequences	The Bells! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify melodic patterns in songs and music ★ To play melodies on tuned percussion from notation ★ To create music inspired by bell chimes 	Listen Play Notation Genre/History/ Musicians	Pitch Pulse Tempo Tonality		<i>Westminster Quarters</i> <i>Carillon de Westminster</i> by Louis Vierne <i>La Cathédrale Engloutie</i> by Debussy The Bells Of St. Paul's Cathedral	London Bells Ring Out The Bells!
	Clearly Chromatic Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify and sing a chromatic melody ★ To play a chromatic melody using tuned percussion ★ To sing a harmony part 	Sing Listen Play Improvise Genre/History/ Musicians	Pitch Rhythm		<i>'Flight Of The Bumblebee'</i> by Rimsky-Korsakov <i>'Habeñera'</i> from <i>Carmen</i> by Bizet	Dragonfly Happiness Is Not... Make A Mummy Wouldn't It Be Funny?
	Exploring Sequences Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To listen to and identify melodic patterns in songs ★ To listen to, identify and play a melodic sequence in music 	Sing Listen Play Notation	Pitch Rhythm Structure		<i>Symphony No. 5</i> by Beethoven <i>'Do-Re-Mi'</i> from <i>The Sound of Music</i> by Rodgers and Hammerstein	Back In School Again Ding Dong! Merrily On High H.A.P.P.Y. Infant Holy The First Days Of Summer When I Grow Up
	Spot The Sequence! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To listen to and identify melodic pattern in songs ★ To listen to and identify a melodic sequence in music ★ To compose a short melodic sequence 	Sing Listen Play Notation	Pitch Rhythm Structure		<i>You Don't Have To Say You Love Me</i> by Dusty Springfield The British National Anthem	The First Days Of Summer
3. Playing and creating chord sequences and basslines	This Is The Blues Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform a blues-style riff ★ To begin to recognize the structure of a 12-bar blues ★ To identify features of blues music 	Sing Listen Play Genre/History/ Musicians	Pitch Rhythm Structure		<i>Good Morning Blues</i> by Lead Belly <i>Woke Up This Morning</i> by B. B. King	New Day Blues The Brussel Sprout Blues The Harmony Blues
	Leavers' Ensemble Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To describe the melodic structure of a song ★ To create musical textures using melodic ostinati ★ To play in an instrumental ensemble accurately and in time ★ To follow notation 	Sing Listen Play Notation Genre/History/ Musicians	Pitch Rhythm Structure Texture Tonality		Gamelan music	Leavers' Song
	Chord Changers Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify chord progressions in songs ★ To play a simple chord progression using melodic instruments 	Sing Listen Play	Pitch Rhythm Structure Tonality			Today We Celebrate



YEAR 6, 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
(3.)	Create A Chord Ideal for 2 sessions	★ To select pitches to create chords ★ To play a simple chord progression ★ To follow graphic and rhythmic notation	Sing Listen Play Notation	Dynamics Pitch Rhythm Structure Tempo Tonality							Different Drums Fiesta Harmony Harmony Blues Ubuntu
4. Composing and performing music for an occasion	Song Of Celebration Ideal for 2-3 sessions	★ To explore the structure of a song ★ To compose and notate the lyrics and melody for a celebratory song ★ To perform as an ensemble	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Tonality						<i>Zadok The Priest</i> by Handel <i>Haffner Serenade</i> by Mozart <i>This Is The Day</i> by John Rutter	Celebrate Life Today Everybody Sing! Fiesta Start The Celebrations When We Celebrate
	Moving On Ideal for 2-3 sessions	★ To perform a simple bassline accurately ★ To compose lyrics and melody ★ To perform together as an ensemble	Sing Listen Play Improvise Compose Notation	Dynamics Pitch Rhythm Structure Tonality						<i>You Are My Sunshine</i> by Jimmie Davies and Charles Mitchell <i>Rock Around The Clock</i> by Billy Haley and His Comets	Leavers' Song Moving On Start The Celebrations So Long, Farewell, Cheerio! Today We Celebrate
	School Fanfare Ideal for 2-3 sessions	★ To compose a fanfare ★ To recognize characteristics of fanfares ★ To notate a melody using letter or staff notation	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Dynamics Pitch Rhythm Structure Tempo Timbre Tonality						<i>Royal Entrance Fanfare</i> by Randy Dunn <i>Fanfare for St Edmundsbury</i> by Benjamin Britten <i>'The Big Turtle Fanfare'</i> from <i>South China Sea</i> and <i>'Vorspiel'</i> from <i>Le Grande Macabre</i> by György Ligeti <i>Fanfare For The Common Man</i> by Eric Copland	As One Fanfare Give It All You've Got! Sing A Song In Unison This Is our School We Are One



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