

# 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


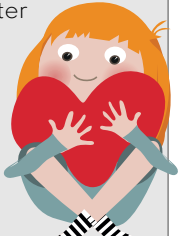
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS				LISTEN/LOOK	SONG CHOICES
1. Exploring pulse through songs and movement	What Is Pulse? Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To respond to music in creative ways</li> <li>★ To maintain a steady pulse</li> </ul>	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"> <li>★ To respond to music in creative ways</li> <li>★ To maintain a steady pulse</li> <li>★ To follow simple musical instructions</li> </ul>	Sing Listen Notation Compose	Pulse Rhythm						
	Music And Movement Ideal for a single session	<ul style="list-style-type: none"> <li>★ To maintain a steady pulse through movement</li> <li>★ To identify the pulse in two contrasting pieces of music</li> <li>★ To discuss how music makes us move in different ways</li> </ul>	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"> <li>★ To perform movements to a steady pulse</li> <li>★ To recognize and respond to changes in tempo</li> </ul>	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"> <li>★ To maintain a steady pulse through movement</li> <li>★ To work together and develop ensemble skills</li> </ul>	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"> <li>★ To play a steady pulse using percussion instruments</li> <li>★ To create a musical accompaniment</li> <li>★ To interpret a simple graphic score</li> </ul>	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"> <li>★ To play a steady pulse using untuned percussion instruments</li> <li>★ To explore and discuss the properties of instruments and their sounds (timbre)</li> </ul>	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"> <li>★ To play a steady pulse using percussion instruments</li> <li>★ To begin to recognize the difference between pulse and rhythm</li> </ul>	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"> <li>★ To explore pulse and rhythm through movement</li> </ul>	Sing Listen Play	Pulse Rhythm					Kathak Dance	March To The Beat
	Body Rhythm Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To identify the rhythm of words and explore the rhythm through movement</li> </ul>	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"> <li>★ To perform a steady pulse using percussion instruments</li> <li>★ To copy simple rhythmic patterns</li> </ul>	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"> <li>★ To copy rhythmic action patterns</li> <li>★ To practise starting and stopping together</li> </ul>	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"> <li>★ To create musical patterns using longer and shorter sounds</li> <li>★ To represent sounds using simple graphic notation</li> </ul>	Sing Listen Play Compose Notation	Rhythm Timbre						We're Detectives



# 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 Notation 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 Improvise 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 Hoist	I'm A Wicked Witch, That's Me! I Am A Giant

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

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS				LISTEN/LOOK	SONG CHOICES
(3.)	Character Motifs Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To create simple sound and movement motifs</li> <li>★ To perform a sequence of motifs using instruments</li> </ul>	Compose Improvise Listen Play	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"> <li>★ To begin to control dynamics using voices and instruments</li> <li>★ To use music to tell a story</li> </ul>	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"> <li>★ To investigate different ways of playing an instrument</li> <li>★ To create a variety of contrasting sounds</li> <li>★ To create notation to represent sounds</li> </ul>	Sing Play Notation	Articulation Dynamics Structure Tempo Timbre						Spider Music
	Musical Storyboards Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To compose a sequence of sounds (beginning/middle/end)</li> <li>★ To interpret simple notation (e.g. pictorial storyboard)</li> <li>★ To follow simple performance directions</li> </ul>	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"> <li>★ To explore musical texture</li> <li>★ To play instruments while following a graphic score</li> </ul>	Play Notation	Tempo Texture Dynamics Timbre Structure						Symphony No. 1 'Spring' by Schumann <i>On Hearing The First Cuckoo In Spring</i> by Delius
	A Tiny Seed Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To experiment with musical texture</li> <li>★ To follow simple notation</li> <li>★ To create a graphic score</li> </ul>	Sing Play Notation Compose	Structure Texture Timbre						'Waltz Of The Flowers' from <i>The Nutcracker</i> by Tchaikovsky 'Flower Duet' from <i>Lakmé</i> by Delibes
										A Perfect Day In Spring A Tiny Seed Was Sleeping The Seed Song Springtime
										A Tiny Seed Was Sleeping

### KEY KS1 NATIONAL CURRICULUM REQUIREMENTS



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



Play tuned and untuned instruments musically



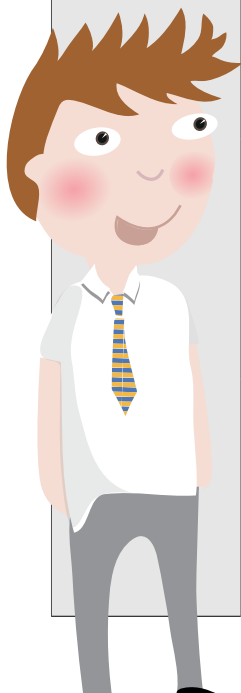
Listen with concentration to a range of high-quality live and recorded music




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"> <li>★ To use movement to respond to changes in pitch</li> <li>★ To use 'higher' or 'lower' to describe sounds</li> </ul>	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"> <li>★ To recognize high and low sounds in the environment</li> <li>★ To imitate high and low sounds using voices</li> <li>★ To compose song lyrics and simple vocal effects</li> </ul>	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"> <li>★ To identify high and low sounds</li> <li>★ To listen to and recall a sequence of high and low sounds</li> </ul>	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"> <li>★ To imitate changes in pitch</li> <li>★ To improvise a two-note melody</li> </ul>	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"> <li>★ To imitate changes in pitch</li> <li>★ To identify melodies moving by step</li> </ul>	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?

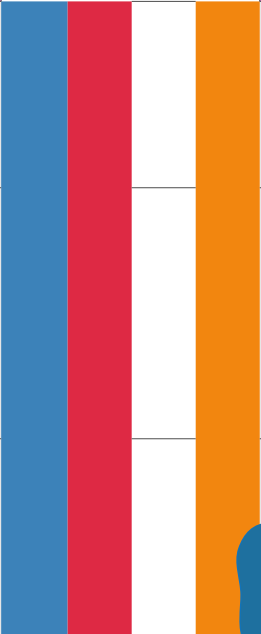



## YEAR 1, TERM 3 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 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"> <li>★ To play and sing melodies that move up and down by step</li> <li>★ To play a simple melodic accompaniment</li> </ul>	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"> <li>★ To create sound effects using voices and tuned percussion</li> <li>★ To identify examples of musical storytelling</li> <li>★ To perform songs to an audience</li> </ul>	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"> <li>★ To accompany a song using tuned and untuned percussion</li> <li>★ To identify musical patterns (e.g. high/low/high/low)</li> <li>★ To explore timbres produced by tuned percussion instruments</li> </ul>	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"> <li>★ To imitate changes in pitch</li> <li>★ To use informal notation</li> </ul>	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"> <li>★ To compose melodies using higher and lower notes</li> <li>★ To create graphic notation to represent a pattern of higher and lower notes</li> </ul>	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.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
4. Creating music for a performance	Perfect Picnic Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To prepare songs for performance</li> <li>★ To write new lyrics for well-known songs</li> <li>★ To follow simple musical scores</li> </ul>	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"> <li>★ To prepare songs for performance</li> <li>★ To follow simple performance directions</li> <li>★ To suggest ways to improve a performance</li> </ul>	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"> <li>★ To order sounds in a structure</li> <li>★ To compose simple melodies</li> <li>★ To perform simple rhythmic patterns based on spoken words</li> </ul>	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

**KEY** KSI NATIONAL CURRICULUM REQUIREMENTS



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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