

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.

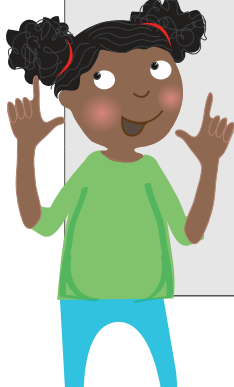
Sparkyard lesson plans include:

- 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

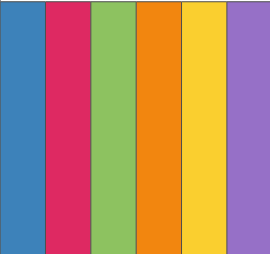

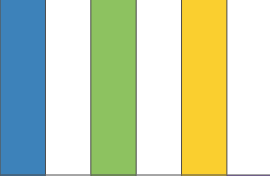
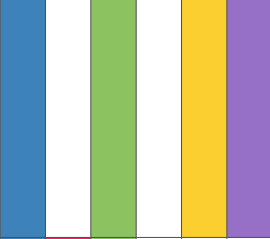
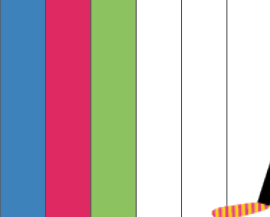
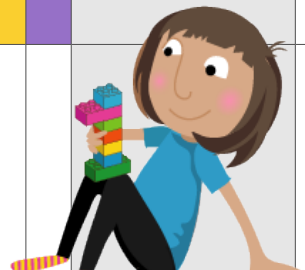


YEAR 3, TERM 1 – CONTENT COVERAGE

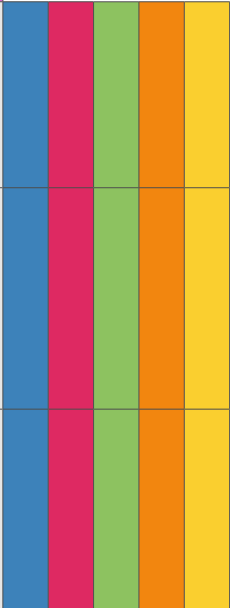
STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS					LISTEN/LOOK	SONG CHOICES
1. Feeling the pulse and copying rhythmic patterns	Stretch, Stamp, Clap Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and define the duration of different note values while maintaining a steady beat ★ To maintain movement accurately in time to music 	Sing Listen Play Notation	Pulse Rhythm Tempo						<i>Oh Happy Day</i> performed by The Edwin Hawkins Singers	Coordination Funk Start The Day With Exercise The Vegetable Song Well Done!
	One Action Behind Ideal for a single session	<ul style="list-style-type: none"> ★ To perform rhythmic actions to a steady pulse ★ To internalize pulse ★ To develop ensemble skills 	Listen Play	Pulse Rhythm						Conductors in action	Coordination Funk The Vegetable Song This Day Walking To School Well Done!
	Find The Beat Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and maintain a pulse in different time signatures ★ To develop ensemble skills ★ To identify musical characteristics of the waltz 	Sing Listen Play	Pulse Rhythm Tempo						<i>On The Beautiful Blue Danube</i> by Strauss II Viennese Waltz performance	Coordination Funk In My Trolley Song Of Blessing These Simple Things
	How Does The Rhythm Go? Ideal for a single session	<ul style="list-style-type: none"> ★ To perform body-percussion rhythms at various tempos 	Sing Listen Play Compose	Pulse Rhythm Tempo						The Percussion Show	A Song You'll Love To Know! Warm The Brain
	I Can Play Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To combine simple rhythm patterns ★ To identify changes in musical texture ★ To maintain a simple rhythmic part in a group 	Sing Listen Play Genre/History/Musicians	Pulse Rhythm Texture Tempo						Balinese Gamelan	I Can Play
2. Exploring call and response	Copy Cups Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify the first beat of a bar in 4 ★ To copy and create simple call-and-response rhythm patterns ★ To create a rhythmic accompaniment to a song ★ To identify musical characteristics of disco music 	Sing Listen Play	Pulse Rhythm Structure Tempo						<i>Everybody Dance</i> by Chic	Coordination Funk Medication Monday Morning
	Hear The Call Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform call-and-response songs ★ To identify the call-and-response structure of a song ★ To perform a part within an ensemble 	Sing Listen Play Notation	Dynamics Pitch Rhythm Structure						<i>Shosholoza</i> (Traditional)	The Greeting The Road Building Song



YEAR 3, 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.)	Musical Jokes Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify the call-and-response structure of a song ★ To identify dynamics ★ To compose and perform call-and-response phrases ★ To identify the use of call and response in gospel music 	Sing Listen Play Compose Notation Genre/History/ Musicians	Dynamics Rhythm Structure			Can You? I'm OK! Knock, Knock! Who's There? Perfect Symmetry
3. Performing a simple rhythmic ostinato	Ostinato Blues Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To identify beats in a bar ★ To compose and perform a rhythmic ostinato ★ To listen to and compare versions of a song 	Sing Listen Play Compose Notation Genre/History/ Musicians	Pulse Rhythm Structure Texture		<i>Hound Dog</i> by Elvis Presley, Eric Clapton and Willie Mae 'Big Mama' Thornton	New Day Blues The Brussel Sprout Blues
	Mystery Number Ideal for a single session	<ul style="list-style-type: none"> ★ To internalize pulse and rhythm ★ To create rhythmic layers and perform these as a group 	Sing Listen Play	Pitch Pulse Rhythm Texture Timbre		'Hallelujah Chorus' from <i>Messiah</i> by Handel	
	Human Drum Kit Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To perform rhythmic patterns together accurately and in time ★ To play polythythms on instruments as a group accurately and in time ★ To recognize some features of 1950s' rock 'n' roll music 	Play Listen Sing Genre/History/ Musicians	Rhythm Texture Timbre		<i>Shake, Rattle and Roll</i> and <i>Rock Around The Clock</i> by Bill Haley and His Comets	Hey Diddle Diddle Rock Around The Shops Teddy-Bear Rock
	It's Wicked At Gran's! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To carefully select sounds to accompany a poem ★ To perform a poem with instrumental accompaniment ★ To create and perform an ostinato accompaniment 	Listen Play Compose	Pulse Rhythm Texture Timbre			It's Wicked At Gran's!

YEAR 3, 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. Composing and notating rhythmic patterns	Cube Notation Ideal for a single session	<ul style="list-style-type: none"> ★ To compose melodic patterns ★ To create a simple graphic score ★ To use informal notation 	Sing Listen Play Compose Notation	Pitch Pulse Rhythm Structure			Coordination Funk Medication The Greeting The Road Building Song Well Done!
	Beat Monsters! Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play rhythmic patterns ★ To identify rests in music ★ To compose rhythmic patterns ★ To use informal notation 	Sing Listen Play Compose Notation	Pulse Rhythm			Doctor Onomatopoeia Make A Mummy The Greeting The Mince Pie Song When Santa Comes Down My Chimney
	Christmas Improvisation Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To improvise by varying dynamics, timbre and tempo ★ To interpret a graphic score 	Sing Listen Play Improvise Notation	Dynamics Rhythm Structure Texture Tempo Timbre		Improvisation by Bobby McFerrin	Christmas Has Started Christmas Stocking Grab A Plastic Reindeer Pull A Christmas Cracker!



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




















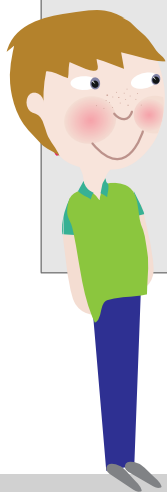
Develop an understanding of the history of music

YEAR 3, 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. Identifying the inter-related dimensions of music	Dynamic Actions Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize differences in dynamic levels in music ★ To define different dynamic levels using musical vocabulary 	Sing Listen	Dynamics						Symphony No.5, first movement by Beethoven Piano Sonata No. 14 'Moonlight Sonata' by Beethoven	I'm Cross! Music Italiano Sing Anyway The Mouse And The Giant
	Dynamic Improvisation Ideal for a single session	<ul style="list-style-type: none"> ★ To define different dynamic levels using musical vocabulary ★ To improvise sound effects using body percussion, voices and instruments ★ To control dynamics 	Sing Listen Play Improvise	Dynamics Timbre							I'm Cross! Music Italiano Sing Anyway The Mouse And The Giant
	Musical Doodling Ideal for a single session	<ul style="list-style-type: none"> ★ To use symbols to represent instrumental or vocal sounds ★ To identify and describe the inter-related dimensions of music 	Sing Listen Notation	Articulation Dynamics Notation Pitch Pulse Rhythm Structure Tempo Texture Timbre						'Winter' from <i>The Four Seasons</i> by Vivaldi <i>Short Ride In A Fast Machine</i> by John Adams Hungarian Dances No. 5 and 6 by Brahms <i>Sabre Dance</i> by Khachaturian	The Doodling Song
2. Accompanying songs with suitable timbre and expression	We're Going Round The World Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To select suitable instruments to accompany a song ★ To identify instruments according to a criterion (e.g. instrument families, country of origin) 	Sing Listen Play Genre/History/ Musicians	Rhythm Timbre						<i>Asturias (Leyenda)</i> by Albeniz	We're Going Round The World
	Suitably Samba! Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To identify instruments used in samba music ★ To select appropriate instruments according to their timbre ★ To perform simple samba rhythms 	Sing Listen Play Genre/History/ Musicians	Rhythm Structure Timbre						Batucada	Ai Caramba Samba Harvest Samba
	Musical Instructions Ideal for a single session	<ul style="list-style-type: none"> ★ To recognize and define different dynamics and articulation in music ★ To perform using different musical techniques ★ To use notation for dynamics and articulation 	Sing Listen Notation Genre/History/ Musicians	Articulation Dynamics						'Berceuse' from <i>Dolly Suite</i> by Fauré <i>Pizzicato Polka</i> by Strauss II	Silly Donkey! Spider Music The Body Song
3. Creating sounds in response to a stimulus	Sound Actions Ideal for a single session	<ul style="list-style-type: none"> ★ To begin to define and recognize different timbres of instruments ★ To improvise sounds in response to a stimulus ★ To play instruments with varied dynamics, articulation and tempo ★ To use musical vocabulary to describe sounds 	Listen Play Improvise	Articulation Dynamics Timbre							Stretch And Grow What A Flexible Body!
	Poetry In Motion Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To explore and select suitable sounds to communicate mood and atmosphere ★ To vary the inter-related dimensions of music to achieve an intended effect ★ To identify some features of a symphonic poem 	Listen Play Compose Genre/History/ Musicians	Articulation Dynamics Structure Tempo Timbre						<i>The Hebrides Overture 'Fingal's Cave'</i> by Mendelssohn <i>Nuages</i> by Debussy	Poetry in Motion The Love Of God For Us These Simple Things


YEAR 3, 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.)	Musical Phone Call Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To improvise sounds within a structure ★ To improvise sounds from a stimulus ★ To vary the inter-related dimensions of music to achieve an intended effect 	Sing Listen Play Improvise	Articulation Dynamics Structure Texture Timbre	   	<i>Duetto buffo di due gatti</i> 'The Cat Duet' attrib. Rossini	All My Friends Seeds Of Friendship Special Friend
4. To compose music to communicate stories and settings	Musical Stories Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize a range of timbres and dynamics ★ To experiment with creating layers of musical sound ★ To create a musical story using appropriate timbres and dynamics on instruments 	Sing Play Improvise	Articulation Dynamics Structure Tempo Texture Timbre	   		A Healthy Life Dawn Chorus In The Band Pigs Oink-Oink The World Around Me
	Journey Into Space Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To visualize a story from a piece of music ★ To compose and perform a space sound-effect accompaniment ★ To use graphic notation to represent sounds 	Play Improvise	Articulation Dynamics Structure Tempo Texture Timbre	 	<i>'Jupiter' from The Planets</i> by Holst <i>Deep Field</i> by Eric Whitacre <i>Three Million Light Years From Home</i> by John Williams	I'm Gonna Be An Astronaut! One Step On The Moon Space Music
	The Sound Of The Wind Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To recognize different instrumental timbres and their effects ★ To combine several layers of sound and describe the effect ★ To create and follow a graphic score 	Play Compose Improvise Notation	Dynamics Structure Texture Timbre	  		The Sound Of The Wind
	Composition Wheels Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize different instrumental timbres and their effects ★ To combine several layers of sound and describe the effect ★ To create and follow a graphic score 	Sing Listen Play Compose Improvise Notation	Dynamics Structure Tempo Texture Timbre	   	<i>'Morning Mood' from Peer Gynt Suite No. 1</i> by Grieg	A Perfect Day In Spring As The Sun Rises Morning Has Broken New Day Sun Arise





KEY KS2 NATIONAL CURRICULUM REQUIREMENTS

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 Use and understand staff/stave and other musical notations

 Improvise and compose music for a range of purposes using the inter-related dimensions of music

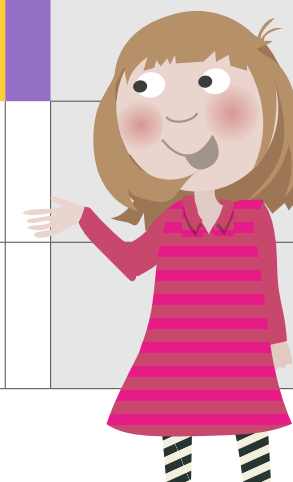
 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

 Listen with attention to detail and recall sounds

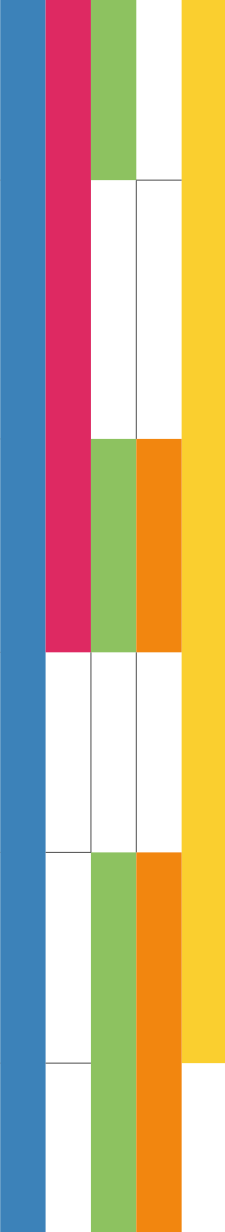
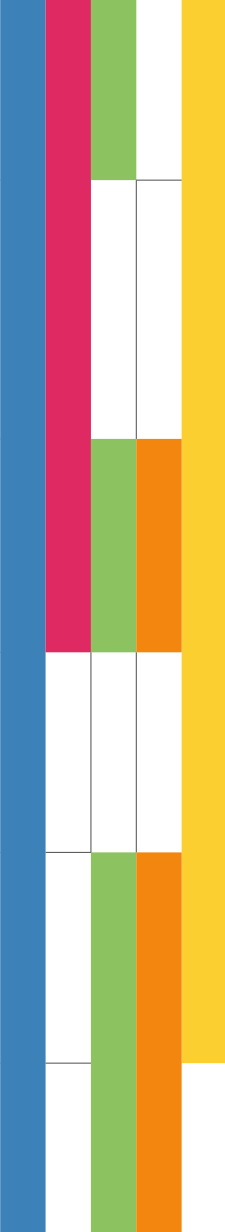
 Develop an understanding of the history of music

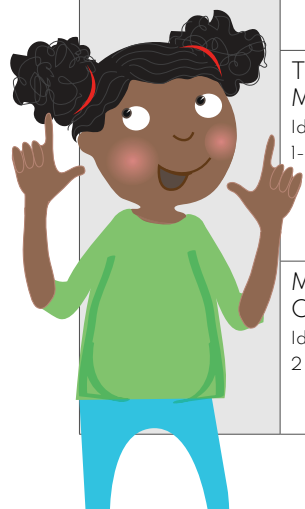
YEAR 3, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Describing and experimenting with pitch	Farewell Melodies <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To recognize and describe changes in pitch ★ To pitch-match with growing accuracy ★ To compose a two-note melody based on the rhythm of words 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm		Prelude No. 18 by Weinberg - encore performance	Encore! Goodbye School Is Nearly Over So Long, Farewell, Cheerio!
	Identifying Pitch <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To identify high-, mid- and low-pitched sounds ★ To listen to and recall a sequence of sounds ★ To represent pitch using actions and identify note names 	Sing Listen Play	Pitch Structure		<i>The Skaters' Waltz</i> by Émile Waldteufel	Happy Sun High In 1666 Sunflowers Growing
	Pass The Solo <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To sing a solo line ★ To recall pitch ★ To sing accurately with variations in dynamics, articulation and timbre 	Sing Listen Genre/History/ Musicians	Articulation Dynamics Pitch Texture Timbre		Symphony No. 1 by Brahms 'No. 2 Adonai Roi' from <i>Chichester Psalms</i> by Leonard Bernstein	Down, Down To The Allotment The 'Losing Things' Song
	Park Soundscape <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To use pitch to create an effect ★ To describe pitch ★ To compose motifs, using appropriate pitch and timbre 	Sing Listen Play Compose	Pitch Structure Timbre		'Let's Go Fly A Kite' from <i>Mary Poppins</i> by Richard and Robert Sherman	Go To The Park The Park
2. Representing pitch	Pipe Cleaner Notation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To imitate and describe changes in pitch ★ To use graphic notation to represent pitch 	Sing Listen Play Compose Notation	Pitch Rhythm Structure			
	Coin Notation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To begin to describe the shape of a melody ★ To use graphic notation to represent pitch ★ To gain an understanding of different forms of musical notation 	Sing Listen Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure		<i>O Virgo Splendens</i> (Plainsong)	Healthy Heart Mr Jack-In-A-Box Sunflowers Growing
	Dotty Notation <i>Ideal for a single session</i>	<ul style="list-style-type: none"> ★ To use listening skills to correctly order a sequence of notes (C D E) ★ To play music from graphic notation 	Sing Listen Play Compose Notation	Pitch Structure			Un, Deux, Trois
	Dotty Call And Response <i>Ideal for 2 sessions</i>	<ul style="list-style-type: none"> ★ To create simple call-and-response (question and answer) phrases ★ To represent music using graphic notation 	Sing Listen Play Compose Notation	Dynamics Pitch Structure Tempo			Un, Deux, Trois













YEAR 3, 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. Exploring the pentatonic scale	Pentatonic Improvisation Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To sing pentatonic songs ★ To improvise using the pentatonic scale 	Sing Listen Play Improvise	Articulation Dynamics Structure Texture Timbre		<i>A La Claire Fontaine</i> (Traditional) <i>Skye Boat Song</i> (Traditional)	Just Five Notes
	Try A Pentatonic Scale Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To recognize and play a pentatonic scale ★ To improvise and compose a pentatonic melody ★ To perform an ostinato accompaniment on tuned percussion ★ To compose a melody to reflect the mood of the lyrics 	Sing Listen Play Compose Improvise	Dynamics Pitch Rhythm Tempo Timbre		Symphony No.9 by Beethoven	Sing Something Silly! Try And Try Again
	Pentatonic Haiku Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To work as a class to compose a pentatonic melody for a haiku ★ To perform a pentatonic melody ★ To read informal notation (note names) 	Play Improvise	Pitch Rhythm Structure		<i>Acadian Lullaby</i> (Traditional)	
4. Performing songs with tuned accompaniments	In Harmony Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To perform a simple harmony ★ To maintain a part in an ensemble 	Sing Listen Play	Pitch Rhythm Structure		<i>'Hallelujah Chorus'</i> from Messiah by Handel <i>'Barcarolle'</i> from <i>The Tales of Hoffmann</i> by Offenbach	Just Sing! Music Matters
	Trip-Trap Melody Ideal for 1-2 sessions	<ul style="list-style-type: none"> ★ To play a simple melody using rhythmic notation ★ To understand the note values of crotchets, quavers and minims ★ To maintain a part in an ensemble 	Sing Listen Play	Pitch Pulse Rhythm Structure		<i>'March Of The Trolls'</i> from <i>Lyric Pieces</i> by Grieg	Trip, Trip-Trap
	Melodic Ostinato Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To play a melodic ostinato ★ To play melodies and rhythms accurately and in time together as an ensemble 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture			The Gift Of The Nile The Road Building Song





YEAR 3, 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
(4.)	Musical Interludes Ideal for 2 sessions	<ul style="list-style-type: none"> ★ To combine ostinato patterns ★ To perform a melodic tuned ostinato ★ To compose a musical interlude for a performance 	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture	    	'Intermezzo' from <i>Cavalleria Rusticana</i> by Mascagni	Are You Ready For Some Summer Fun? Don't Forget Your Sun Cream Fun At The Seaside Start The Celebrations What I Love Best On A Summer's Day
	Plan A Performance Ideal for 2-3 sessions	<ul style="list-style-type: none"> ★ To prepare songs for performance ★ To suggest ways to improve a performance 	Sing Listen Play Genre/History/ Musicians	Articulation Dynamics Structure Tempo Texture	    	'There's No Business Like Show Business' from <i>Annie Get Your Gun</i> by Irving Berlin	Your choice of songs from Year 3 Encore! Note To The Audience





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 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