

# 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 4, 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. Copying rhythmic patterns and performing together	One Action Behind Ideal for a single session	<ul style="list-style-type: none"> <li>★ To perform rhythmic actions to a steady pulse</li> <li>★ To internalize pulse</li> <li>★ To develop ensemble skills</li> </ul>	Listen Play	Pulse Rhythm						Symphony No. 6, third movement by Tchaikovsky	Coordination Funk Food Colours Start The Day With Exercise The Vegetable Song Walking To School
	Bouncy Waltz Ideal for a single session	<ul style="list-style-type: none"> <li>★ To identify the first beat of a bar in <math>\frac{3}{4}</math></li> <li>★ To maintain a steady beat accurately and in time with balls and percussion instruments in <math>\frac{3}{4}</math></li> </ul>	Listen Play Genre/History/ Musicians	Pulse Rhythm Tempo						'Waltz No. 2' from <i>Jazz Suite No. 2</i> by Shostakovich 'Waltz' from <i>Masquerade Suite</i> by Khachaturian	Come To The Globe Hibernation Just The Same Thank You For Loving Me
	Call-And-Response Cups Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To identify the first beat of a bar in <math>\frac{4}{4}</math></li> <li>★ To copy and create simple call-and-response rhythm patterns</li> <li>★ To create a rhythmic accompaniment to a song</li> </ul>	Listen Play Genre/History/ Musicians	Pulse Rhythm Structure Tempo						<i>Jambo</i> recorded by Ella Jenkins	Alfred The Great Build A Fort Coordination Funk Medication Monday Morning
	Rhythm Grids Ideal for a single session	<ul style="list-style-type: none"> <li>★ To read and perform rhythms accurately and in time using body percussion</li> <li>★ To recall vocabulary of different tempos in music and apply them accurately</li> <li>★ To compose rhythmic patterns and perform at different tempos</li> </ul>	Listen Play Notation Compose	Pulse Rhythm Tempo						'In The Hall of the Mountain King' from <i>Peer Gynt</i> by Grieg	Join In The Dance Moving To The Music The School Rule Song
2. Exploring notation	Introducing Note Values Ideal for a single session	<ul style="list-style-type: none"> <li>★ To recognize and define the duration of different note values while maintaining a steady beat</li> <li>★ To maintain movement accurately in time to music</li> </ul>	Listen Play Notation	Pulse Rhythm Tempo							Coordination Funk Start The Day With Exercise The Vegetable Song Well Done!
	Recognizing Note Lengths Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To recognize and define the duration of different note values while maintaining a steady beat</li> <li>★ To maintain movement accurately in time to music</li> </ul>	Listen Play Notation	Pulse Rhythm Tempo							Down, Down To The Allotment Sing A Song In Unison The Harvest Of The Whole World Well Done!
	Rhythm Pizzas Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To recognize the duration of different note values</li> <li>★ To create and perform a rhythmic accompaniment</li> <li>★ To experiment with different rhythmic structures</li> </ul>	Play Notation Compose	Pulse Rhythm Structure							Doing Our Bit For The Nation Pizza! Pizza Pieces Space (If I Had A Rocket) We're Going To The Country
	Four Beats In A Bar Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To identify rhythms from song lyrics</li> <li>★ To compose a sequence of four-beat rhythms using minims, crotchets and quavers</li> <li>★ To recognize how the dimensions of music are used to establish mood and atmosphere</li> <li>★ To identify instruments in the string family</li> </ul>	Listen Play Notation Compose Genre/History/ Musicians	Articulation Dynamics Pulse Rhythm Structure Tempo Timbre						<i>Lyric For Strings</i> by George Walker	Sometimes I Wonder

## YEAR 4, 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
3. Sticking to my part	Drum Away Ideal for 2-3 sessions	<ul style="list-style-type: none"> <li>★ To perform a rhythmic ostinato</li> <li>★ To perform instrumental polyrhythms accurately as an ensemble</li> <li>★ To control dynamics</li> </ul>	Sing Listen Play	Dynamics Rhythm Texture							Seeds of Friendship Sing A Song In Unison The Vegetable Song
	Samba Band Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To perform individual rhythms accurately and in time on instruments</li> <li>★ To play instrumental polyrhythms accurately and in time as an ensemble</li> <li>★ To identify instruments used in samba music</li> <li>★ To select instruments according to their timbre</li> </ul>	Sing Listen Play Genre/History/ Musicians	Rhythm Structure Timbre						<i>Magalenha</i> by Sergio Santos Mendes	Ai Caramba Samba Harvest Samba
	More Mystery Numbers Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To internalize pulse and rhythm</li> <li>★ To maintain an independent part in an ensemble</li> <li>★ To perform rhythmic patterns together accurately and in time</li> </ul>	Listen Play Notation	Pulse Rhythm Texture Timbre							
	I Like... Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To maintain an independent part in an ensemble</li> <li>★ To lead a call-and-response chant in small groups</li> <li>★ To recognize and use different articulation, dynamics and tempos when playing instruments</li> </ul>	Sing Listen Notation Improvise Genre/History. Musicians	Articulation Dynamics Pulse Rhythm Tempo							Different Drums I'm OK! This Is Me!
4. Composing in a rhythmic framework	This Is Me! Ideal for 1- 2 sessions	<ul style="list-style-type: none"> <li>★ To compose a verse of a song following a rhythmic structure</li> <li>★ To perform a rhythmic ostinato</li> </ul>	Sing Listen Compose	Pulse Rhythm Structure Texture							This Is Me!
	Beatbox Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To create vocal beatbox sounds that imitate the timbre of a drum kit</li> <li>★ To perform beatbox sounds using polyrhythms as a group</li> <li>★ To compose and perform a rap accurately and in time with a beatbox accompaniment</li> </ul>	Sing Listen Notation Compose	Pulse Rhythm Structure Texture Timbre						<i>Beatbox Ventriloquism</i> by Beardyman	A Great Big Change Give It All You've Got

## YEAR 4, 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.)	Festive Phrases Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To compose music using spoken phrases</li> <li>★ To combine musical layers</li> <li>★ To develop a rhythmic composition</li> <li>★ To follow graphic notation</li> <li>★ To vary dynamics, tempo and articulation to enhance a performance</li> </ul>	Sing Listen Play Improvise Compose Notation	Articulation Dynamics Rhythm Pulse Structure Texture Tempo		<i>Carol Symphony</i> by Hely-Hutchinson	Ding Dong! Ding Dong! Merrily On High Joy To The World O Come All Ye Faithful O Little Town Of Bethlehem
	Rhythmic Layers Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To compose music using spoken phrases</li> <li>★ To combine musical layers</li> <li>★ To develop a rhythmic composition</li> <li>★ To follow graphic notation</li> <li>★ To vary dynamics, tempo and articulation to enhance a performance</li> </ul>	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Pulse Structure Texture Tempo		<i>'Little' Fugue in G minor</i> by J.S. Bach	In The Band Just Sing! Life Is A Song Music Italiano Sing - Just Because We Can! Sing Anyway The Bonkers Song
	Character Motifs Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To perform a rhythmic motif</li> <li>★ To vary timbre, articulation, pitch, dynamics and tempo</li> <li>★ To structure a composition</li> <li>★ To perform as an ensemble</li> </ul>	Sing Listen Play Compose Notation	Articulation Dynamics Rhythm Pulse Structure Texture Timbre		<i>Symphony No.5</i> by Beethoven	I Like Books!



### 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 4, 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. Exploring instrumental timbre and instrument families	Instrument Families Ideal for a single session	<ul style="list-style-type: none"> <li>★ To recall instruments of all orchestral families: strings, woodwind, brass and percussion</li> <li>★ To recognize different timbres of instruments: metallic, wooden, high-/low-pitched, stringed, untuned/tuned percussion</li> </ul>	Sing Listen Genre/History/ Musicians	Articulation Timbre							In The Band We're Going Round The World
	Instruments Of The Orchestra Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To recognize and define the instrumental families in an orchestra</li> <li>★ To recognize and define timbres of different instruments</li> <li>★ To recognize and recall the structure of a piece of music</li> </ul>	Listen Notation Genre/History/ Musicians	Structure Timbre						<i>The Young Person's Guide To The Orchestra</i> by Benjamin Britten	Composer Fun Facts Fireworks (Warm Up) Please Miss!
	A Musical Journey Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To recognize and define a range of timbres</li> <li>★ To use appropriate timbres and dynamics on instruments</li> <li>★ To create a journey soundscape</li> </ul>	Compose Listen Notation Play Genre/History/ Musicians	Dynamics Structure Timbre						'Vltava' from <i>Má Vlast</i> by Smetana <i>Kočka leze dírou</i> (Traditional)	Living and Learning On The Move Round The Bend The Gift Of The Nile Walk To School
2. Exploring major and minor tonalities	Major Or Minor? Ideal for a single session	<ul style="list-style-type: none"> <li>★ To begin to recognize major and minor tonalities</li> </ul> 	Sing Listen	Pitch Tempo Timbre Tonality						Piano Sonata No. 14 'Moonlight' by Beethoven Toccata and Fugue in D minor by J. S. Bach <i>Eine Kleine Nachtmusik</i> by Mozart 'Hallelujah Chorus' from <i>Messiah</i> by Handel	Mary's Song Sad Song (In Winter) Song Of The Wives Today Is The Start
	Melancholic Music Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To begin to recognize major and minor tonalities</li> <li>★ To create musical ideas to communicate different moods</li> <li>★ To organize sounds in a musical structure</li> </ul>	Sing Listen Play Compose Notation	Dynamics Pitch Rhythm Tempo Timbre Tonality						<i>Eleanor Rigby</i> and <i>Ob-La-Di, Ob-La-Da</i> by The Beatles	
	Major And Minor Call And Response Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To begin to recognize major and minor tonalities</li> <li>★ To play major and minor chords</li> <li>★ To perform call-and-response rhythms</li> </ul>	Sing Listen Play Compose Notation	Pitch Rhythm Tonality							Florence Nightingale Great Explorers Song Of The Wives

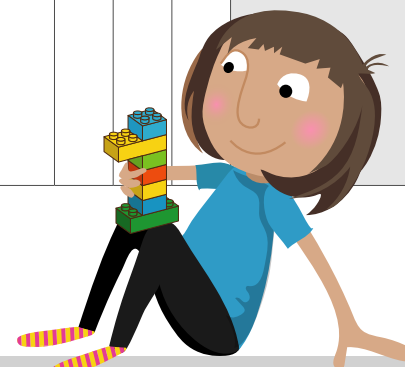
## YEAR 4, TERM 2 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
3. Recognizing and responding to musical instructions	Lead And Follow Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To recognize the difference between staccato and legato articulation</li> <li>★ To control dynamics</li> <li>★ To explore vocal timbre</li> <li>★ To lead an ensemble</li> </ul>	Sing Listen	Articulation Dynamics Pulse Timbre			I'm Cross!
	Scarfig Around Ideal for a single session	<ul style="list-style-type: none"> <li>★ To recognize the difference between staccato and legato articulation</li> <li>★ To perform a dance sequence in response to staccato and legato articulation</li> <li>★ To identify the structure of a piece of music</li> </ul>	Sing Listen	Articulation Structure			'Kangaroos' from <i>The Carnival of the Animals</i> by Saint-Saëns
	Kandinsky Improvisation Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To improvise sounds, varying timbre, dynamics, rhythm, pitch and tempo</li> <li>★ To follow a graphic score</li> <li>★ To play as an ensemble</li> <li>★ To lead an ensemble</li> </ul>	Listen Improvise Genre/History/ Musicians	Dynamics Pitch Rhythm Tempo Timbre			'Heil, Konig Heinrich!' from <i>Lohengrin</i> by Wagner
	Sound Movement Improvisation	<ul style="list-style-type: none"> <li>★ To improvise sounds, varying timbre, dynamics, rhythm, pitch and tempo</li> <li>★ To lead performance directions</li> </ul>	Listen Play Improvise	Dynamics Pitch Rhythm Tempo Timbre			Clemp, Stomp Coordination Funk March To The Beat Warm The Brain
4. Composing in a structure	AB Structure Ideal for a single session	<ul style="list-style-type: none"> <li>★ To recognize and recall the structure of a piece of music</li> <li>★ To compose music following an AB structure</li> </ul>	Sing Listen Compose Genre/History/ Musicians	Dynamics Pulse Rhythm Structure			All Things Bright And Beautiful Make A Mummy What Goes In, Must Come Out Where On Earth Is My Philtrum?



## YEAR 4, 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.)	Musical Antonyms Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To recognize and recall the structure of a piece of music</li> <li>★ To explore techniques to vary dynamics, articulation, pitch and tempo</li> <li>★ To describe sounds using appropriate musical vocabulary</li> <li>★ To compose music following an AB structure</li> </ul>	Sing Play Listen	Articulation Dynamics Pitch Structure Tempo						<i>Blowin' In The Wind</i> by Bob Dylan <i>Heidenröslein</i> by Schubert	All Things Bright And Beautiful Make A Mummy What Goes In, Must Come Out Where On Earth Is My Philtrum?
	Catchy Chorus Returns Ideal for 2-3 sessions	<ul style="list-style-type: none"> <li>★ To create music with contrasting sections</li> <li>★ To recognize a rondo structure</li> <li>★ To follow a graphic score</li> </ul>	Sing Listen Play Compose Notation Genre/History/ Musicians	Articulation Dynamics Rhythm Structure Tempo Timbre						<i>Für Elise</i> by Beethoven	Spring Chicken Spring Into Action Spring Fever! Wake Up!
	Musical Top Trumps Ideal for 2-3 sessions	<ul style="list-style-type: none"> <li>★ To compose musical motifs</li> <li>★ To assign musical characteristics to characters, justifying choices</li> <li>★ To organize musical ideas into a structure</li> </ul>	Play Compose	Articulation Dynamics Pitch Rhythm Structure Tempo Timbre							Fee, Fi, Fo, Fum Have You Heard The Story?



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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

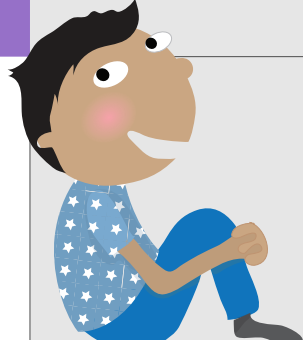


Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



Develop an understanding of the history of music

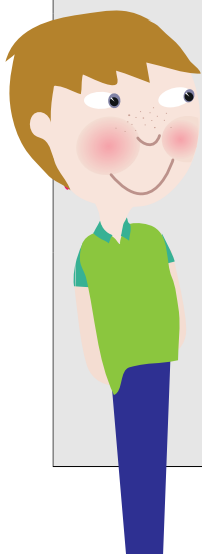
## YEAR 4, TERM 3 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Describing and internalizing pitch	Up And Down The Stairs Ideal for a single session	<ul style="list-style-type: none"> <li>★ To recognize and describe direction of pitch</li> <li>★ To internalize pitch</li> <li>★ To represent pitch using actions and staff notation</li> </ul>	Sing Listen Play Notation	Pitch Tempo		<i>Alap In Raag Desh</i> (Indian Classical)	Take A Major Scale
	Ascending Or Descending? Ideal for a single session	<ul style="list-style-type: none"> <li>★ To recognize direction of pitch accurately</li> <li>★ To use musical vocabulary to describe changes in pitch</li> <li>★ To recognize how melodies can be used as a 'call to action'</li> </ul>	Sing Listen Genre/History/ Musicians	Pitch		'Lights Out' bugle call <i>Last Post</i> and <i>Rouse Fanfare For The Common Man</i> by Copland	Memories The Grasshopper Song Why Worry?
	Thinking Voice Ideal for a single session	<ul style="list-style-type: none"> <li>★ To internalize pitch, rhythm and melody</li> <li>★ To sing musical phrases with accurate tuning</li> <li>★ To follow performance directions</li> </ul>	Sing Listen	Pitch Pulse Rhythm			Composer Fun Facts Conkers! Coordination Funk 8 Times Funk 7 Times Table 12 Times Table The 'Good Times' Tables The School Rule Song Wake Up!
	Missing Words Ideal for a single session	<ul style="list-style-type: none"> <li>★ To internalize pitch and melody</li> <li>★ To perform movements to a steady pulse</li> </ul>	Sing Listen	Pitch Pulse Rhythm			<i>Hora Medura</i> (Israeli Folk Dance) Moving To The Music That's The Way We're Put Together
2. Composing and improvising with a given range of notes	Pentatonic Lucky Dip Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To recognize a pentatonic scale</li> <li>★ To create pentatonic music</li> <li>★ To begin to recognize features of aleatoric music</li> </ul>	Sing Play Compose Notation Genre/History/ Musicians	Pitch Rhythm Structure Texture Timbre		<i>In C</i> by Terry Riley	Just Five Notes
	Flowers In Spring Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To improvise on instruments using notes from the F major pentatonic scale</li> <li>★ To maintain a part in an ensemble</li> <li>★ To compose and notate a pentatonic melody</li> </ul>	Sing Listen Play Improvise Compose Notation Genre/History/ Musicians	Pitch Pulse Rhythm Texture		<i>Zousan</i> (Japanese Traditional) <i>Auld Lang Syne</i> , lyrics by Robert Burns (composer Anon.)	Cause To Be Grateful



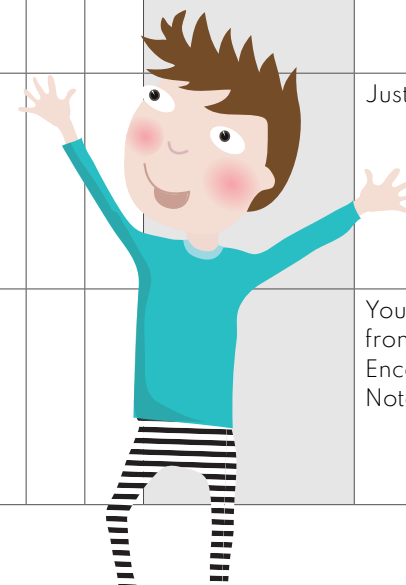
## YEAR 4, TERM 3 – CONTENT COVERAGE (CONT.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS2 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Call-And-Response Melodies Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To perform on an instrument in time as an ensemble</li> <li>★ To perform call-and-response patterns</li> <li>★ To improvise a melodic response</li> </ul>	Sing Listen Play Improvise Genre/History/ Musicians	Pitch Rhythm Structure		Papageno/Papagena duet from <i>The Magic Flute</i> by Mozart	Funny Sunny Song Knock, Knock! Who's There? Song Of The Social Classes We're Here Again
3. Composing and notating melodies	Longer Than The Line Before! Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To describe the shape of a melody</li> <li>★ To use graphic notation to represent pitch</li> <li>★ To recognize the structure of a cumulative song</li> </ul>	Sing Listen Notation Genre/History/ Musicians	Pitch Structure		<i>The Twelve Days Of Christmas</i> (Traditional)	I Got A Little Dog In My Garden In The Jungle It's A Spring Thing! The Harvest List The Mad Moon Song The Marching Band
	Leaping And Stepping! Ideal for 1-2 sessions	<ul style="list-style-type: none"> <li>★ To use graphic notation to represent pitch and duration</li> <li>★ To identify and describe changes in pitch</li> <li>★ To identify monophonic texture in contrasting pieces of music</li> </ul>	Listen Compose Notation Genre/History/ Musicians	Pitch Rhythm Texture		<i>O Euchari</i> by Hildegard of Bingen <i>Bushes And Briars</i> (Traditional Folk Song)	Wet Play Yodelling
	Two-Bar Melodies Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To play a simple melody using rhythmic notation</li> <li>★ To create two-beat rhythms</li> <li>★ To understand the note values of crotchets, quavers and minims</li> </ul>	Sing Listen Play	Dynamics Pitch Pulse Rhythm			Lovely Summer's Day
	Class Conducting Ideal for a single session	<ul style="list-style-type: none"> <li>★ To follow graphic notation</li> <li>★ To play as part of an ensemble</li> <li>★ To lead an ensemble</li> <li>★ To use dynamics to enhance a performance</li> </ul>	Sing Play Notation Genre/History/ Musicians	Dynamics Pitch		<i>The Rite Of Spring</i> by Stravinsky	Living And Learning Sing Anyway



## YEAR 4, 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. Exploring song structure and preparing for performance	Song Structure Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To begin to recognize and define how music is ordered into different sections</li> <li>★ To prepare a song for performance</li> <li>★ To follow performance directions</li> </ul>	Sing Play Notation Genre/History/ Musicians	Dynamics Pitch Structure							O Waly, Waly (Traditional): three arrangements by Benjamin Britten, Eva Cassidy and John Rutter	Every Brand New Day This Day
	Songwriter Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To recognize the structure of a song</li> <li>★ To recognize rhythmic syllable placement in music</li> <li>★ To prepare songs for performance</li> </ul>	Sing Compose	Pitch Rhythm Structure								When I Grow Up
	Lyrics Ideal for 2 sessions	<ul style="list-style-type: none"> <li>★ To recognize recurring rhythm and rhyme patterns in lyrics</li> <li>★ To compose lyrics within a given rhythmic and rhyming scheme</li> <li>★ To prepare a song for performance</li> </ul>	Sing Listen Play	Pitch Rhythm								Just Sing!
	Let's Perform! Ideal for 2-3 sessions	<ul style="list-style-type: none"> <li>★ To prepare songs for performance</li> <li>★ To suggest ways to improve a performance</li> </ul>	Sing Genre/History/ Musicians	Dynamics Articulation Structure Texture								Your choice of songs from Year 4 Encore! Note To The Audience



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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