

## Sing and Play Skills

Our Sparkyard Music Curriculum will enable children in Y1 to develop these <b>SINGING</b> and <b>PLAYING</b> skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Sing simple songs, chants and rhymes as a class	✓	✓	✓
2. Copy simple pitch patterns accurately (e.g. singing call and response songs) *	✓	✓	✓
3. Respond to visual performance directions (e.g. start, stop, loud, quiet)	✓	✓	✓
4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	✓	✓	
5. Perform short copycat rhythms patterns accurately e.g., word pattern chants	✓	✓	✓
6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)	✓		
7. Play pitch patterns on tuned instruments		✓	✓
8. Explore instrumental and vocal timbre, recognising how sounds can be changed	✓	✓	✓
9. Perform to an audience**			✓
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		✓	✓
Our Sparkyard Music Curriculum will enable children in Y2 to develop these <b>SINGING</b> and <b>PLAYING</b> skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control	✓	✓	✓
2. Sing songs and play singing games, copying pitch patterns accurately *	✓	✓	✓
3. Sing short phrases independently as part of a singing game or short song		✓	✓
4. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)	✓	✓	✓
5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	✓		
6. Play simple repeated rhythms or melody (ostinato)	✓		✓
7. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	✓		✓
8. Control simple dynamics and tempo when singing and playing	✓	✓	✓
9. Play simple melodies and accompany songs using tuned percussion			✓
10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)		✓	✓
11. Perform to an audience**			✓
Our Sparkyard Music Curriculum will enable children in Y3 to develop these <b>SINGING</b> and <b>PLAYING</b> skills:	Term 1: HEAR IT, PLAY IT!	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Sing a widening range of unison songs of varying styles and structures, tunelessly and with expression	✓	✓	✓
2. Perform actions and movements confidently and in time as a group.	✓		✓
3. Sing call and response songs with accurate tuning	✓		✓
4. Play call and response rhythms and melodies			✓
5. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo.	✓		
6. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values	✓		✓
7. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f,p, <, >)	✓	✓	✓

8. Explore and select instrumental timbres to suit the mood or style of a piece of music	✓	✓	✓
9. Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation)	✓		✓
10. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) *			✓
11. Show growing awareness of different musical roles (conductor, performer, audience, ensemble)	✓	✓	✓
<b>Our Sparkyard Music Curriculum will enable children in Y4 to develop these SINGING and PLAYING skills:</b>	<b>Term 1: PLAYING WITH RHYTHM</b>	<b>Term 2: MUSICAL CONTRASTS</b>	<b>Term 3: MELODY BUILDERS</b>
1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	✓	✓	✓
2. Internalise pitch and copy melodic phrases accurately*			✓
3. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	✓		✓
4. Sing songs in major and minor keys recognizing the difference in tonality		✓	
5. Perform rhythms accurately, recognizing and defining note values and rests	✓		✓
6. Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.	✓		
7. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble	✓		✓
8. Play and perform simple melodies as a whole class or in small groups following appropriate notations			✓
9. Control changes in dynamics, tempo and articulation when singing and playing	✓		
10. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)			✓
11. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) **			✓
12. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	✓		✓
<b>Our Sparkyard Music Curriculum will enable children in Y5 to develop these SINGING and PLAYING skills:</b>	<b>Term 1: EXPLORING RHYTHMIC LAYERS</b>	<b>Term 2: MUSIC AND WORDS</b>	<b>Term 3: SONG INGREDIENTS</b>
1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style	✓	✓	✓
2. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together	✓	✓	✓
3. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)	✓	✓	✓
4. Play rhythmic patterns accurately and expressively using instruments or body percussion	✓	✓	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.	✓		✓
6. Develop knowledge of scales and intervals through singing and playing			✓
7. Understand how triads are formed and play them on tuned percussion or keyboards			✓
8. Play simple chords, drones, or bass lines and use them to accompany a familiar song			✓
9. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)	✓		✓
10. To evaluate performances, suggesting ways to improve and making necessary adjustments	✓		
<b>Our Sparkyard Music Curriculum will enable children in Y6 to develop these SINGING and PLAYING skills:</b>	<b>Term 1: WE'VE GOT RHYTHM</b>	<b>Term 2: MUSICAL EFFECTS AND MOODS</b>	<b>Term 3: CELEBRATING SONGS</b>
1. Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style.	✓	✓	✓
2. Sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together	✓	✓	✓
3. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances		✓	✓

4. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down)	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively.	√		
6. Identify, recall and describe melodic patterns in songs and music and perform using voice or tuned instruments		√	√
7. Play chord progressions, drones or bass lines and use them to accompany a song			√
8. Use knowledge of scales to explore intervals, sequences and chromatic scales		√	√
9. Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)		√	√
10. Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience )		√	√

## Listening Skills and Genre / History / Musicians Knowledge

Our Sparkyard Music Curriculum will enable children in Y1 to develop these <b>LISTENING</b> skills, and knowledge about <b>GENRE / HISTORY / MUSICIANS</b>	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	✓	✓	✓
2. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. .	✓	✓	✓
3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)	✓	✓	✓
4. Listen to sounds in the local school environment, comparing high and low sounds.			✓
Our Sparkyard Music Curriculum will enable children in Y2 to develop these <b>LISTENING</b> skills, and knowledge about <b>GENRE / HISTORY / MUSICIANS</b>	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	✓	✓	✓
2. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music	✓	✓	✓
3. Listen to and interpret features in recorded or live music using dance, art or drama	✓	✓	✓
4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo	✓	✓	✓
5. Respond independently to pitch changes heard in melodic phrases, indicating with actions			✓
Our Sparkyard Music Curriculum will enable children in Y3 to develop these <b>LISTENING</b> skills, and knowledge about <b>GENRE / HISTORY / MUSICIANS</b>	Term 1: HEAR IT, PLAY IT!	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Listen to music developing an understanding of its background, history and context.	✓	✓	✓
2. Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary	✓	✓	✓
3. Listen, and describe how the interrelated dimensions are used to create moods and effects		✓	✓
4. Use listening skills to correctly order a sequence of notes			✓
5. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments		✓	✓
6. Listen, and interpret features in recorded or live music using dance, art or drama		✓	
Our Sparkyard Music Curriculum will enable children in Y4 to develop these <b>LISTENING</b> skills, and knowledge about <b>GENRE / HISTORY / MUSICIANS</b>	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: MELODY BUILDERS
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	✓	✓	✓
2. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).	✓	✓	
3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)		✓	
4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	✓	✓	✓
5. Listen and describe direction and shape of melodies	✓		✓
6. Recognize major and minor chords		✓	
7. Listen and compare music, discussing similarities and differences and expressing preferences.	✓	✓	✓



Our Sparkyard Music Curriculum will enable children in Y5 to develop these <b>LISTENING</b> skills, and knowledge about <b>GENRE / HISTORY / MUSICIANS</b>	Term 1: EXPLORING RHYTHMIC LAYERS	Term 2: MUSIC AND WORDS	Term 3: SONG INGREDIENTS
1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.	✓	✓	✓
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	✓	✓	✓
3. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics	✓	✓	
4. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation	✓	✓	✓
5. Interpret features of music through visual art or movement		✓	✓
6 Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	✓	✓	✓
7. Understand how pitches can be combined to create harmony and describe the effect		✓	✓
Our Sparkyard Music Curriculum will enable children in Y6 to develop these <b>LISTENING</b> skills, and knowledge about <b>GENRE / HISTORY / MUSICIANS</b>	Term 1: WE'VE GOT RHYTHM	Term 2: MUSICAL EFFECTS AND MOODS	Term 3: CELEBRATING SONGS
1. Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.	✓	✓	✓
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	✓	✓	✓
3. Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used	✓	✓	✓
4. Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation	✓	✓	✓
5. Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)	✓		✓
6 Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to	✓	✓	

## Compose and Improvise Skills

Our Sparkyard Music Curriculum will enable children in Y1 to develop these <b>COMPOSITION</b> and <b>IMPROVISATION</b> skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases	✓		✓
2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	✓	✓	✓
3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers	✓	✓	
4. Create simple rhythm patterns	✓		
5. Create simple pitch patterns		✓	✓
6. Use music technology (if available, to capture, change and combine sounds		✓	
7. Experiment with different ways to create sound (e.g. body percussion, vocal sounds)	✓	✓	✓
8. Explore percussion sounds to enhance songs and storytelling		✓	✓
9. Perform to an audience**			✓
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		✓	✓
Our Sparkyard Music Curriculum will enable children in Y2 to develop these <b>COMPOSITION</b> and <b>IMPROVISATION</b> skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Create music in response to a non-musical stimulus	✓	✓	
2. Compose or improvise simple descriptive sounds to match a mood, character or theme		✓	
3. Recognise and explore how to change and combine sounds to create simple effects		✓	
4. Explore musical structures, choosing and ordering sounds	✓	✓	✓
5. Recognise and explore how to change and combine sounds to create simple effects		✓	
6. Use music technology, if available to capture change and combine sounds			
7. Create rhythmic patterns from various stimuli, eg spoken words	✓		
8. Compose simple melodies using a given range of notes			✓
9. Collaborate with others, trying out musical ideas and make improvements where necessary	✓		
Our Sparkyard Music Curriculum will enable children in Y3 to develop these <b>COMPOSITION</b> and <b>IMPROVISATION</b> skills:	Term 1: HEAR IT, PLAY IT!	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Compose or improvise simple call and response phrases	✓	✓	
2. Compose rhythmic accompaniments using untuned percussion	✓		✓
3. Experiment with musical texture (e.g. combining layers of rhythm)	✓	✓	
4. Structure a composition with a clear beginning/middle/end and combine layers of musical sound.		✓	✓
5. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work)	✓	✓	
6. Compose and improvise simple pentatonic melodies			✓
7. Vary the interrelated dimensions to create different moods and effects.	✓	✓	
8. Collaborate with others, trying out musical ideas and making improvements where needed.	✓	✓	✓

Our Sparkyard Music Curriculum will enable children in Y4 to develop these <b>COMPOSITION</b> and <b>IMPROVISATION</b> skills:	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: MELODY BUILDERS
1. Improvise rhythms or melodies	✓		✓
2. Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	✓	✓	✓
3. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases	✓		✓
4. Compose layers of rhythm (ostinato phrases)	✓		
5. Make decisions about the overall structure of compositions and improvisations	✓	✓	
6. Compose music following a given musical structure (e.g. call and response, rondo, AB)		✓	
7. Compose lyrics following a given rhythmic/rhyming structure			✓
8. Carefully select instrumental timbres to achieve an effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato /presto/lento, major/minor)		✓	
9. Evaluate performances, making improvements where needed.	✓	✓	✓
Our Sparkyard Music Curriculum will enable children in Y5 to develop these <b>COMPOSITION</b> and <b>IMPROVISATION</b> skills:	Term 1: EXPLORING RHYTHMIC LAYERS	Term 2: MUSIC AND WORDS	Term 3: SONG INGREDIENTS
1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character	✓	✓	✓
2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere	✓	✓	✓
3. Compose and notate short melodies using: staff and informal notation	✓		✓
4. Compose music with contrasting sections	✓	✓	
5. Use chords to evoke a specific atmosphere or mood			✓
6. Compose music using a combination of lyrics and melody			✓
7. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments	✓	✓	✓
Our Sparkyard Music Curriculum will enable children in Y6 to develop these <b>COMPOSITION</b> and <b>IMPROVISATION</b> skills:	Term 1: WE'VE GOT RHYTHM	Term 2: MUSICAL EFFECTS AND MOODS	Term 3: CELEBRATING SONGS
1. Improvise vocal and instrumental effects as a class and in small groups		✓	
2. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere	✓	✓	
3. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)		✓	
4. Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms)	✓	✓	
5. Use song structures as a basis for a composition (e.g. composing lyrics)	✓		✓
5. Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony			✓
6. Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve	✓	✓	✓

## Notate Skills

Our Sparkyard Music Curriculum will enable children in Y1 to develop these <b>NOTATION</b> skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols	✓	✓	✓
2. Follow pictures and symbols to guide singing and playing	✓	✓	✓
Our Sparkyard Music Curriculum will enable children in Y2 to develop these <b>NOTATION</b> skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)		✓	✓
2. Use graphic notation to represent rhythmic or melodic patterns	✓	✓	✓
3. Use graphic symbols to keep a record of a composed piece		✓	✓
4. Follow graphic notations to guide singing and playing	✓	✓	✓
Our Sparkyard Music Curriculum will enable children in Y3 to develop these <b>NOTATION</b> skills:	Term 1: HEAR IT, PLAY IT!	Term 2: PAINTING PICTURES WITH SOUND	Term 3: SING, PLAY, NOTATE!
1. Play from rhythmic notation and understand the value of minims, crotchets and quavers	✓		✓
2. Follow graphic notation to guide singing and playing	✓	✓	✓
3. Use graphic notation to represent rhythmic or melodic patterns		✓	✓
4. Create graphic notation to represent two or more layers of musical sound	✓	✓	
5. Apply word chants to rhythms, understanding how to link each syllable to a musical note	✓	✓	✓
Our Sparkyard Music Curriculum will enable children in Y4 to develop these <b>NOTATION</b> skills:	Term 1: PLAYING WITH RHYTHM	Term 2: MUSICAL CONTRASTS	Term 3: MELODY BUILDERS
1. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	✓		✓
2. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)			✓
3. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble	✓		
4. Use graphic notations to represent layers of rhythm.	✓		
5. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.		✓	✓
6. Use a graphic score to represent musical structure		✓	
Our Sparkyard Music Curriculum will enable children in Y5 to develop these <b>NOTATION</b> skills:	Term 1: EXPLORING RHYTHMIC LAYERS	Term 2: MUSIC AND WORDS	Term 3: SONG INGREDIENTS
1. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crotchet, quaver)	✓	✓	
2. Develop understanding of time signatures (3/4 and 4/4)	✓		
3. Read and perform pitch notation within an octave	✓		✓
4. Represent compositions using a combination of graphic and standard notations	✓	✓	✓
5. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions		✓	✓



Our Sparkyard Music Curriculum will enable children in Y6 to develop these <b>NOTATION</b> skills:	Term 1: WE'VE GOT RHYTHM	Term 2: MUSICAL EFFECTS AND MOODS	Term 3: CELEBRATING SONGS
1. Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver	✓	✓	✓
2. Develop understanding of time signatures (3/4 and 4/4, 6/8)	✓	✓	
3. Read and perform from pitch notation		✓	✓
4. Read and perform from graphic notation	✓	✓	✓
5. Represent compositions using graphic and standard notations		✓	✓
6. Notate melodies and chords using staff or informal notation.			✓
7. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions	✓	✓	✓

\*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player, double-click a line and get the class to sing it back!

\*\* This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!