



	0-3 Years - N1 (Jan Nursery Starters) Own Music Curriculum	3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters) Own Music Curriculum	Reception Sparkyard Curriculum
Disciplinary Knowledge: <ul style="list-style-type: none"> Performing Composing Appraising 	Key Vocabulary: Fast, slow, sing, song, loud, quiet	Key Vocabulary: Fast, slow, sing, song, loud, Quiet, high, low and chant	Key Vocabulary: Pulse, Dynamics, Pitch, Tempo, Timbre, Rhythm, Structure, Articulation
	Substantive Knowledge: <ul style="list-style-type: none"> Enjoy singing, music and toys that make sounds. Clap and stamp to music. Enjoy songs and rhymes, tuning in and paying attention. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. 	Substantive Knowledge: <ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	Autumn Term: <ul style="list-style-type: none"> To sing a welcome song as a group To add actions and movement to a song To share responses to songs and music To match movements to music To listen to and follow musical instructions through movement Sing songs as a group To take turns in a simple call-and-response chant To investigate the timbre of instruments and sound-makers To enjoy singing as a group To learn about musical traditions Spring Term: <ul style="list-style-type: none"> To match movements to music and follow musical cues To begin to recognise the structure of a song To follow simple notation To move to the pulse of a song To perform simple musical accompaniments To play simple rhythms To create simple sound effects to accompany a song To follow simple notation To recognise the structure of a song To devise a movement sequence To teach others a singing game To compare singing games Summer Term <ul style="list-style-type: none"> To recognise high and low sounds To explore changes in pitch To sing short songs and melodies in small groups with growing confidence To create music inspired by the natural world To organise musical ideas into a structure To talk about instruments comparing sounds To select instrumental sounds To explore the effects of combining sounds To follow directions knowing when to start and stop To spot simple features of music and dance performances To use simple sound effects to tell a story To perform a story as a group To sign songs with expression



	Year 1 Sparkyard Curriculum	Year 2 Sparkyard Curriculum	Year 3 Sparkyard Curriculum
Disciplinary Knowledge: <ul style="list-style-type: none"> Performing Composing Appraising 	Key Vocabulary: Pulse, Rhythm, Tempo, Dynamics, Structure, Timbre, Pitch	Key Vocabulary: Pulse, Rhythm, Structure, Tempo, Articulation, Dynamics, Timbre, Tonality, Texture	Key Vocabulary: Pulse, Rhythm, Tempo, Pitch, Pulse, Structure, Articulation, Dynamics, Timbre, Texture
	Substantive Knowledge: <p>Autumn Term</p> <ul style="list-style-type: none"> To respond to music in creative ways To maintain a steady pulse To play a steady pulse using percussion instruments To create a musical accompaniment To interpret a simple graphic score To play a steady pulse using percussion instruments To begin to recognise the difference between pulse and rhythm To perform a steady pulse using percussion instruments To copy simple rhythmic patterns <p>Spring Term</p> <ul style="list-style-type: none"> To recognise how sounds can be changed To recognise and describe musical changes To create vocal and instrumental sound effects To choose, order and combine sounds To use musical vocabulary to describe sounds To begin to control dynamics using voices and instruments To use music to tell a story To experiment with musical texture To follow simple notation To create a graphic score <p>Summer Term</p> <ul style="list-style-type: none"> To imitate changes in pitch To improvise a two-note melody To create sound effects using voices and tuned percussion To identify examples of musical storytelling To perform songs to an audience To imitate changes in pitch To use informal notation To prepare new songs for performance To write new lyrics for well-known songs To follow simple musical scores 	Substantive Knowledge: <p>Autumn Term</p> <ul style="list-style-type: none"> To maintain a steady pulse To copy pulse action sequences To compose call-and-echo movement sequences To copy rhythm patterns To create rhythm patterns based on spoken words To play rhythms to a steady pulse To recognise repeated rhythmic patterns To compose and perform a simple rhythmic ostinato To identify beats in a bar To compose a four-beat sound pattern To create a simple graphic score <p>Spring Term</p> <ul style="list-style-type: none"> To recognise how music can communicate different moods To explore vocal timbre To choose appropriate vocabulary to describe music (fast, slow, spiky, smooth, loud, quiet etc.) To use symbols to represent instrumental or vocal sounds To use musical vocabulary to describe sounds To follow a graphic score To select sounds to accompany a song To create and perform a sequence of weather sounds To improvise sounds within a structure To begin to define and recognise a range of timbres and dynamics To improvise sounds on a given theme To experiment with and recognise changes in musical texture <p>Summer Term</p> <ul style="list-style-type: none"> To identify high-, mid- and low-pitched sounds To listen to and recall a sequence of sounds To use a graphic notation to represent pitch To identify changes in pitch To play ascending and descending melodies on tuned percussion To play and sing melodies that move up and down by step To recognise melodies that move by step or leap To use a graphic notation to represent a melody To perform songs with instrumental accompaniment To play simple rhythmic and/or melodic ostinato 	Substantive Knowledge: <p>Autumn Term</p> <ul style="list-style-type: none"> To perform body-percussion rhythms at various tempos 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 To identify beats in a bar To compose and perform a rhythmic ostinato To listen to and compare versions of a song To identify rhythmic patterns To identify rests in music To compose rhythmic patterns To use informal notation <p>Spring Term</p> <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 To identify instruments used in samba music To select appropriate instruments according to their timbre To perform simple samba rhythms 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 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 <p>Summer Term</p> <ul style="list-style-type: none"> To recognise and describe changes in pitch To pitch-match with growing accuracy To compose a two-note melody based on the rhythm of words 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 To sign pentatonic songs To improvise using the pentatonic scale 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



	Year 4 Sparkyard Curriculum	Year 5 Sparkyard Curriculum	Year 6 Sparkyard Curriculum
Disciplinary Knowledge: <ul style="list-style-type: none"> Performing Composing Appraising 	<p>Key Vocabulary: Pulse, Rhythm, Structure, Tempo, Articulation, Dynamics, Texture, Pitch</p> <p>Substantive Knowledge:</p> <p>Autumn Term</p> <ul style="list-style-type: none"> To identify the first beat of a bar in 4 4 To copy and create simple call-and-response rhythm patterns To create a rhythmic accompaniment to a song To recognise the duration of different note values To create and perform a rhythmic accompaniment To experiment with different rhythmic structures To maintain an independent part in an ensemble To lead a call-and-response chant in small groups To recognise and use different articulation, dynamics and tempos when playing instruments To perform a rhythmic motif To vary timbre, articulation, pitch, dynamics and tempo To structure a composition To perform as an ensemble <p>Spring Term</p> <ul style="list-style-type: none"> To recognise and define a range of timbres To use appropriate timbres and dynamics on instruments To create a journey soundscape To begin to recognise major and minor tonalities To create musical ideas to communicate different moods To organise sounds in a musical structure To recognise the difference between staccato and legato articulation To perform a dance sequence in response to staccato and legato articulation To identify the structure of a piece of music To recognise and recall the structure of a piece of music To compose music following an AB structure <p>Summer Term</p> <ul style="list-style-type: none"> To recognise and describe direction of pitch To internalise pitch To represent pitch using actions and staff notation To recognise a pentatonic scale To create pentatonic music To begin to recognise features of aleatoric music To use graphic notation to represent pitch and duration To identify and describe changes in pitch To identify monophonic texture in contrasting pieces of music To begin to recognise and define how music is ordered into different sections To prepare a song for a performance 	<p>Key Vocabulary: Pulse, Rhythm, Structure, Timbre, Dynamics, Texture, Articulation, Tempo, Pitch, Tonality</p> <p>Substantive Knowledge:</p> <p>Autumn Term</p> <ul style="list-style-type: none"> To perform rhythms accurately and in time as an ensemble To perform a canon To identify note values and follow rhythmic notation To copy rhythms accurately To follow rhythmic notation To use dynamics in performance To identify characteristics of a national anthem To maintain an independent part in an ensemble To perform rhythms accurately To experiment with musical texture To follow rhythmic patterns accurately To follow graphic notation To experiment with musical texture To create a class improvisation <p>Spring Term</p> <ul style="list-style-type: none"> To recognise and use Italian musical vocabulary To vary tempo, dynamics and articulation when singing To follow musical directions To play call-and-response rhythms To improvise rhythmic patterns, performing to a steady pulse To develop ensemble skills, playing accurately and together To recognise some stylistic features of jazz music To find out about influential jazz musicians To sing songs with an awareness of style To use voices creatively, making subtle changes to vocal timbre to achieve an effect To use the inter-related dimensions expressively when composing To create graphic notations <p>Summer Term</p> <ul style="list-style-type: none"> To identify the structure of a round To play phrases from a round To play a round in two parts To hear the difference between musical intervals To identify, play and sing musical intervals To begin to recognise intervals that are consonant or dissonant To use graphic notation to represent pitch and duration To identify and describe changes in pitch To identify monophonic texture in contrasting pieces of music To compose a song following a melodic structure To perform a melody and harmony part on tuned percussion 	<p>Key Vocabulary: Pulse, Rhythm, Structure, Articulation, Dynamics, Pitch, Timbre, Tempo, Tonality, Texture</p> <p>Substantive Knowledge:</p> <p>Autumn Term</p> <ul style="list-style-type: none"> To maintain a steady pulse in 6 8 To copy and create 6 8 rhythms To identify characteristics of a jig (gigue) To experiment with using accents to create different musical effects To prepare a poem for a performance To follow rhythmic notation To perform polyrhythms To recognise some features of Latin music To create and perform an ostinato as an accompaniment To recognise the structure of a song written in rap style To compose appropriate rap lyrics over an eight-bar verse <p>Spring Term</p> <ul style="list-style-type: none"> To experiment with vocal sounds, varying pitch, articulation, timbre and dynamics To follow a graphic score To hear how different musical intervals sound To identify, play and sing musical intervals To recognise the difference between consonant and dissonant sounds in harmony To sign songs with an awareness of style To explore techniques to communicate characters effectively, considering the role of a performer and audience To consider ways to improve a vocal performance (clear diction/facial expression etc) To use instruments and voices creatively, making subtle changes to tempo and dynamics to achieve an effect To use inter-related dimensions expressively when composing To create and follow a graphic score (with timeline) <p>Summer Term</p> <ul style="list-style-type: none"> To discuss how songs can be used to tell a story, express a feeling and communicate a message To analyse a song, identifying how the musical dimensions are used to express the lyrical content To recognise the importance of song lyrics in communicating a message To identify melodic patterns in songs and music To play melodies on tuned percussion from notation To create music inspired by bell chimes To describe the melodic structure of a song To create musical textures using melodic ostinato



	<ul style="list-style-type: none">• To follow performance directions	<ul style="list-style-type: none">• To notate a melody using letter notation	<ul style="list-style-type: none">• To play an instrumental ensemble accurately and in time• To follow notation• To perform a simple bassline accurately• To compose lyrics and melody• To perform together as an ensemble
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