



	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 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. 	Key Vocabulary: Fast, slow, sing, song, loud. Quiet, high, low and chant 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. 	Key Vocabulary: Pulse, Dynamics, Pitch, Tempo, Timbre, Rhythm, Structure, Articulation 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
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none">PerformingComposingAppraising	<p>Key Vocabulary: Pulse, Rhythm, Tempo, Dynamics, Structure, Timbre, Pitch</p>	<p>Key Vocabulary: Pulse, Rhythm, Structure, Tempo, Articulation, Dynamics, Timbre, Tonality, Texture</p>	<p>Key Vocabulary: Pulse, Rhythm, Tempo, Pitch, Pulse, Structure, Articulation, Dynamics, Timbre, Texture</p>
	<p>Substantive Knowledge:</p> <p>Autumn Term</p> <ul style="list-style-type: none">To respond to music in creative waysTo maintain a steady pulseTo play a steady pulse using percussion instrumentsTo create a musical accompanimentTo interpret a simple graphic scoreTo play a steady pulse using percussion instrumentsTo begin to recognise the difference between pulse and rhythmTo perform a steady pulse using percussion instrumentsTo copy simple rhythmic patterns <p>Spring Term</p> <ul style="list-style-type: none">To recognise how sounds can be changedTo recognise and describe musical changesTo create vocal and instrumental sound effectsTo choose, order and combine soundsTo use musical vocabulary to describe soundsTo begin to control dynamics using voices and instrumentsTo use music to tell a storyTo experiment with musical textureTo follow simple notationTo create a graphic score <p>Summer Term</p> <ul style="list-style-type: none">To imitate changes in pitchTo improvise a two-note melodyTo create sound effects using voices and tuned percussionTo identify examples of musical storytellingTo perform songs to an audienceTo imitate changes in pitchTo use informal notationTo prepare new songs for performanceTo write new lyrics for well-known songsTo follow simple musical scores	<p>Substantive Knowledge:</p> <p>Autumn Term</p> <ul style="list-style-type: none">To maintain a steady pulseTo copy pulse action sequencesTo compose call-and-echo movement sequencesTo copy rhythm patternsTo create rhythm patterns based on spoken wordsTo play rhythms to a steady pulseTo recognise repeated rhythmic pattersTo compose and perform a simple rhythmic ostinatoTo identify beats in a barTo compose a four-beat sound patternTo create a simple graphic score <p>Spring Term</p> <ul style="list-style-type: none">To recognise how music can communicate different moodsTo explore vocal timbreTo choose appropriate vocabulary to describe music (fast, slow, spiky, smooth, loud, quiet etc.)To use symbols to represent instrumental or vocal soundsTo use musical vocabulary to describe soundsTo follow a graphic scoreTo select sounds to accompany a songTo create and perform a sequence of weather soundsTo improvise sounds within a structureTo begin to define and recognise a range of timbres and dynamicsTo improvise sounds on a given themeTo 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 soundsTo listen to and recall a sequence of soundsTo use a graphic notation to represent pitchTo identify changes in pitchTo play ascending and descending melodies on tuned percussionTo play and sing melodies that move up and down by stepTo recognise melodies that move by step or leapTo use a graphic notation to represent a melodyTo perform songs with instrumental accompanimentTo play simple rhythmic and/or melodic ostinato	<p>Substantive Knowledge:</p> <p>Autumn Term</p> <ul style="list-style-type: none">To perform body-percussion rhythms at various temposTo identify the call-and-response structure of a songTo identify dynamicsTo compose and perform call-and-response phrasesTo identify the use of call and response in gospel musicTo identify beats in a barTo compose and perform a rhythmic ostinatoTo listen to and compare versions of a songTo identify rhythmic patternsTo identify rests in usicTo compose rhythmic patternsTo use informal notation <p>Spring Term</p> <ul style="list-style-type: none">To define different dynamic levels using musical vocabularyTo improvise sound effects using body percussion, voices and instrumentsTo control dynamicsTo identify instruments used in samba musicTo select appropriate instruments according to their timbreTo perform simple samba rhythmsTo explore and select suitable sounds to communicate mood and atmosphereTo vary the inter-related dimensions of music to achieve an intended effectTo identify some features of a symphonic poemTo improvise sounds within a structureTo improvise sounds from a stimulusTo 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 pitchTo pitch-match with growing accuracyTo compose a two-note melody based on the rhythm of wordsTo begin to describe the shape of a melodyTo use graphic notation to represent pitchTo gain an understanding of different forms of musical notationTo sign pentatonic songsTo improvise using the pentatonic scaleTo play a simple melody using rhythmic notationTo understand the note values of crotchets, quavers and minimsTo 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">PerformingComposingAppraising	Key Vocabulary: Pulse, Rhythm, Structure, Tempo, Articulation, Dynamics, Texture, Pitch	Key Vocabulary: Pulse, Rhythm, Structure, Timbre, Dynamics, Texture, Articulation, Tempo, Pitch, Tonality	Key Vocabulary: Pulse, Rhythm, Structure, Articulation, Dynamics, Pitch, Timbre, Tempo, Tonality, Texture
	Substantive Knowledge: Autumn Term <ul style="list-style-type: none">To identify the first beat of a bar in 4 4To copy and create simple call-and-response rhythm patternsTo create a rhythmic accompaniment to a songTo recognise the duration of different note valuesTo create and perform a rhythmic accompanimentTo experiment with different rhythmic structuresTo maintain an independent part in an ensembleTo lead a call-and-response chant in small groupsTo recognise and use different articulation, dynamics and tempos when playing instrumentsTo perform a rhythmic motifTo vary timbre, articulation, pitch, dynamics and tempoTo structure a compositionTo perform as an ensemble Spring Term <ul style="list-style-type: none">To recognise and define a range of timbresTo use appropriate timbres and dynamics on instrumentsTo create a journey soundscapeTo begin to recognise major and minor tonalitiesTo create musical ideas to communicate different moodsTo organise sounds in a musical structureTo recognise the difference between staccato and legato articulationTo perform a dance sequence in response to staccato and legato articulationTo identify the structure of a piece of musicTo recognise and recall the structure of a piece of musicTo compose music following an AB structure Summer Term <ul style="list-style-type: none">To recognise and describe direction of pitchTo internalise pitchTo represent pitch using actions and staff notationTo recognise a pentatonic scaleTo create pentatonic musicTo begin to recognise features of aleatoric musicTo use graphic notation to represent pitch and durationTo identify and describe changes in pitchTo identify monophonic texture in contrasting pieces of musicTo begin to recognise and define how music is ordered into different sectionsTo prepare a song for a performance	Substantive Knowledge: Autumn Term <ul style="list-style-type: none">To perform rhythms accurately and in time as an ensembleTo perform a canonTo identify note values and follow rhythmic notationTo copy rhythms accuratelyTo follow rhythmic notationTo use dynamics in performanceTo identify characteristics of a national anthemTo maintain an independent part in an ensembleTo perform rhythms accuratelyTo experiment with musical textureTo follow rhythmic patterns accuratelyTo follow graphic notationTo experiment with musical textureTo create a class improvisation Spring Term <ul style="list-style-type: none">To recognise and use Italian musical vocabularyTo vary tempo, dynamics and articulation when singingTo follow musical directionsTo play call-and-response rhythmsTo improvise rhythmic patterns, performing to a steady pulseTo develop ensemble skills, playing accurately and togetherTo recognise some stylistic features of jazz musicTo find out about influential jazz musiciansTo sing songs with an awareness of styleTo use voices creatively, making subtle changes to vocal timbre to achieve an effectTo use the inter-related dimensions expressively when composingTo create graphic notations Summer Term <ul style="list-style-type: none">To identify the structure of a roundTo play phrases from a roundTo play a round in two partsTo hear the difference between musical intervalsTo identify, play and sing musical intervalsTo begin to recognise intervals that are consonant or dissonantTo use graphic notation to represent pitch and durationTo identify and describe changes in pitchTo identify monophonic texture in contrasting pieces of musicTo compose a song following a melodic structureTo perform a melody and harmony part on tuned percussion	Substantive Knowledge: Autumn Term <ul style="list-style-type: none">To maintain a steady pulse in 6 8To copy and create 6 8 rhythmsTo identify characteristics of a jig (gigue)To experiment with using accents to create different musical effectsTo prepare a poem for a performanceTo follow rhythmic notationTo perform polyrhythmsTo recognise some features of Latin musicTo create and perform an ostinato as an accompanimentTo recognise the structure of a song written in rap styleTo compose appropriate rap lyrics over an eight-bar verse Spring Term <ul style="list-style-type: none">To experiment with vocal sounds, varying pitch, articulation, timbre and dynamicsTo follow a graphic scoreTo hear how different musical intervals soundTo identify, play and sing musical intervalsTo recognise the difference between consonant and dissonant sounds in harmonyTo sign songs with an awareness of styleTo explore techniques to communicate characters effectively, considering the role of a performer and audienceTo 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 effectTo use inter-related dimensions expressively when composingTo create and follow a graphic score (with timeline) Summer Term <ul style="list-style-type: none">To discuss how songs can be used to tell a story, express a feeling and communicate a messageTo analyse a song, identifying how the musical dimensions are used to express the lyrical contentTo recognise the importance of song lyrics in communicating a messageTo identify melodic patterns in songs and musicTo play melodies on tuned percussion from notationTo create music inspired by bell chimesTo describe the melodic structure of a songTo 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 timeTo follow notationTo perform a simple bassline accuratelyTo compose lyrics and melodyTo perform together as an ensemble
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