

## Music curriculum long-term plan

Sparkyard Music Curriculum 2024 + enrichment

Weekly singing assemblies linked to themes

### Year A curriculum cycle

	Autumn	Spring	Summer
YR	Seasonal songs, poems and rhymes percussion instruments. Clapping rhythms.		
Y1/2	<b>Time to Play - Exploring Pulse and Rhythmic Patterns (2)</b>  Step 1: Performing rhythms and movement to a steady pulse Step 2: Copying and creating rhythmic patterns Step 3: Combining rhythmic patterns Step 4: Representing rhythmic patterns  <b>Christmas Production</b> <b>Carol singing performance for Baptist Church</b>	<b>Exploring Sounds (1)</b>  Step 1: Exploring how sounds can be changed Step 2: Exploring the timbre of instruments and voices Step 3: Sequencing sounds to tell stories and create effects Step 4: Using a graphic notation to represent sounds	<b>Patterns with Pitch – Exploring Pitch and Melody (2)</b>  Step 1: Identifying and describing changes in pitch Step 2: Copying pitch patterns Step 3: Creating and notating simple melodies Step 4: Performing simple musical accompaniments and preparing for performance
Y3/4	<b>Hear it, Play it! Exploring Rhythm Patterns (3)</b>  Step 1: Feeling the pulse and copying rhythm patterns Step 2: Exploring call and response Step 3: Performing a simple rhythmic ostinato Step 4: Composing and notating rhythmic patterns  <b>KS2 Christmas carol concert for St Michael’s Church</b>	<b>Musical Contrasts (4)</b>  Step 1: Exploring instrument timbre and instrument families Step 2: Exploring major and minor tonalities Step 3: Recognising and responding to musical instructions Step 4: Composing in a structure	<b>Sing, Play, Notate! (3)</b>  Step 1: Describing and experimenting with pitch Step 2: Representing pitch Step 3: Exploring the pentatonic scale Step 4: Performing songs with tuned accompaniments
Y5/6	<b>Rhythm Builders – Exploring Rhythmic Layers (5)</b>  Step 1: Exploring time signatures and performing together Step 2: Performing rhythms expressively Step 3: Exploring rhythm texture Step 4: Creating and notating musical texture  <b>KS2 Christmas carol concert for St Michael’s Church</b>	<b>Musical Effects and Moods (6)</b>  Step 1: Improvising and exploring vocal and instrumental effects Step 2: Using harmony to create moods and atmosphere Step 3: Exploring musical styles and performance skills Step 4: Composing and performing music to create moods and atmosphere	<b>Exploring Melody, Harmony and Lyrics (5)</b>  Step 1: Exploring melodic layers Step 2: Exploring scales, intervals and chords Step 3: Creating and playing harmonic accompaniments Step 4: Combining lyrics, melody and harmony  <b>KS2 Production</b>

## Year B curriculum cycle

	Autumn	Spring	Summer
YR	Seasonal songs, poems and rhymes percussion instruments. Clapping rhythms.		
Y1/2	<b>Move to the Beat – Exploring Pulse and Rhythm (1)</b> Step 1: Exploring pulse through songs and movement Step 2: Controlling pulse using voices and instruments Step 3: Exploring the difference between pulse and rhythm Step 4: Copying and creating rhythm patterns  <b>Christmas Production</b> <b>Carol singing performance for Baptist Church</b>	<b>Musical Moods and Pictures (2)</b> Step 1: Recognising and exploring musical mood Step 2: Choosing sounds to match a character, mood or theme Step 3: Sequencing and combining sounds to tell stories and create effects Step 4: Creating and performing soundscapes	<b>High and Low – Exploring Pitch (1)</b> Step 1: Recognising changes in pitch and copying simple pitch patterns Step 2: Performing simple melodic patterns using voice and pitched instruments Step 3: Representing pitch Step 4: Creating music for a performance
Y3/4	<b>Playing with Rhythm – Playing Together and Rhythmic Structures (4)</b> Step 1: Copying rhythmic patterns and performing together Step 2: Exploring notation Step 3: Sticking to my part Step 4: Composing in a rhythmic framework  <b>KS2 Christmas carol concert for St Michael’s Church</b>	<b>Painting Pictures with Sound (3)</b> Step 1: Identifying the inter-related dimensions of music Step 2: Accompanying songs with suitable timbre and expression Step 3: Creating sounds in response to a stimulus Step 4: To compose music to accompany stories and settings  <b>ECHOES project at the Royal Albert Hall</b>	<b>Melody Builders – Exploring Melodies and Song Structures (4)</b> Step 1: Describing and internalising pitch Step 2: Composing and improvising with a given range of notes Step 3: Composing and notating melodies Step 4: Exploring song structure and preparing for performance
Y5/6	<b>We’ve Got Rhythm – Rhythmic Devices and Structure (6)</b> Step 1: Exploring time signatures and performing together Step 2: Performing rhythms expressively – solo and in small groups Step 3: Performing polyrhythms with expression Step 4: Organising rhythmic ideas in a structure  <b>KS2 Christmas carol concert for St Michael’s Church</b>	<b>We’ve Got Rhythm – Rhythmic Devices and Structure (6)</b> Step 1: Developing an understanding of the inter-related dimensions and musical vocabulary Step 2: Improvising musical patterns Step 3: Exploring Jazz Step 4: Composing and notating music inspired by lyrics and poetry	<b>Celebrating Songs (6)</b> Production music Step 1: Investigating song ingredients Step 2: Exploring scales and sequences Step 3: Playing and creating chord sequences and basslines Step 4: Composing and performing music for an occasion  <b>KS2 production</b>