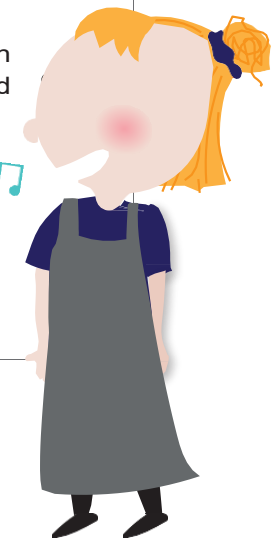
Lacewood Primary School Music Curriculum

We follow the Sparkyard Music Curriculum. 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.

RECEPTION

TERM 1: MY MUSICAL CLASSROOM	TERM 2: MUSICAL PATTERNS AND PERFORMING	TERM 3: SOUND STORIES
STEP 1: Hear my voice **STEP 2:** What's the music saying? **STEP 3:** Instruments everywhere **STEP 4:** Playing with songs	**STEP 1:** What's the pattern? **STEP 2:** Playing musical patterns and accompaniments **STEP 3:** Exploring descriptive sounds **STEP 4:** Let's perform!	**STEP 1:** Pitch play and changing sounds **STEP 2:** Sounds from nature: patterns and sequence **STEP 3:** Meet the characters **STEP 4:** Perform a story!
Reception children can learn to… • **Explore voices** through chants and simple welcome songs • Create simple actions to accompany **songs** and **nursery rhymes** • Follow simple **musical instructions** • Experience a **range of music** from West African dance to Norwegian ice instruments • **Recognise, play** and **compare** the sounds of classroom **percussion instruments** • **Compose simple sound sequences** and represent them using objects and pictures • **Sing songs** to an audience	**Reception children can learn to…** • Recognise **simple musical patterns** • **Create actions** to match song lyrics • Play simple **listening games** to develop recall of sound sequences • Develop **recognition of classroom percussion instruments**, using them to play simple accompaniments and **rhythm patterns** • Explore ways to **change sounds**, creating simple musical patterns (e.g. loudly/quietly) • **Compose music** inspired by transport, machines and robots, exploring **descriptive sounds** • Develop understanding of **pictorial notations** • Respond to music through **movement, dance, art** or **role-play** • **Perform songs** and create their own dances	**Reception children can learn to…** • Play simple **singing games** and tell stories using **pitched instruments** and **voices** • Use the **outdoors** as a stimulus for **musical storytelling** • Create musical patterns and use natural objects as a **musical score** • Listen to music **inspired by the outdoors**, discovering instruments made from wood such as the didgeridoo, courting flute and temple blocks • Represent fairy-tale characters with instruments, exploring **timbre** and **dynamics** • Explore the effect of layering musical sounds to **create texture** • Create **simple sound effects** to tell stories and represent them using **pictorial notation** through sound maps and song boxes



YEAR 1

TERM 1: MOVE TO THE BEAT – EXPLORING PULSE AND RHYTHM	TERM 2: EXPLORING SOUNDS	TERM 3: HIGH AND LOW – EXPLORING PITCH
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 rhythmic patterns	**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 graphic notation to represent sounds	**STEP 1:** Recognising changes in pitch and copying simple pitch patterns **STEP 2:** Performing simple melodic patterns using voices and pitched instruments **STEP 3:** Representing pitch **STEP 4:** Creating music for a performance
Year 1 children can learn to… • Recognise **pulse**, matching movements to music • Explore **percussion instruments** • Perform simple **instrumental accompaniments** to familiar songs • Copy and create simple **rhythm patterns** • Create **simple choreography** and learn about **dance traditions** such as South African Gumboot Dancing and North Indian Kathak Dance	**Year 1 children can learn to…** • Explore how sounds can be produced in different ways using **voices** and **instruments** • Sing **simple songs**, adding facial expressions and actions to **enhance performance** • Recognise how **composers** use **dynamics**, **tempo** and **timbre** to reflect a character or theme • Use **song lyrics** as a stimulus for a **composition** • Compose **short sound sequences** to tell a story and **perform them to each other** • Follow musical instructions and **invent notation** to represent sound	**Year 1 children can learn to…** • **Identify** and **describe pitch** • **Explore sounds** created by a variety of different instruments and voice, describing their **pitch** and **timbre** • Play **simple listening games**, identifying **and copying simple pitch patterns** • Use a variety of **tuned and untuned percussion instruments** • **Compose simple sound effects** to accompany sections of a story • **Compose pitch patterns** and represent them using **simple graphic notation** • Prepare **songs for a class performance**



YEAR 2

TERM 1: TIME TO PLAY – EXPLORING PULSE AND RHYTHMIC PATTERNS	TERM 2: MUSICAL MOODS AND PICTURES	TERM 3: PATTERNS WITH PITCH – EXPLORING PITCH AND MELODY
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	**STEP 1:** Recognising and exploring musical mood **STEP 2:** Choosing sounds to represent a character, mood or theme **STEP 3:** Sequencing and combining sounds to tell stories and create effects **STEP 4:** Creating and performing soundscapes	**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
Year 2 children can learn to… • Sing a range of songs and play musical passing games to develop **ensemble skills** • Recognise the difference between **pulse** and **rhythm** • Investigate different ways to play rhythms, varying **instrumental timbre** and **dynamics** • Play a **rhythmic accompaniment** to a song or poem, selecting suitable sounds and timbre • **Create** simple four-beat rhythms and represent these using **graphic notation** • Listen with concentration to a range of music, recognising **rhythmic features**	**Year 2 children can learn to…** • Recognise how songs and music **communicate different emotions** • Explore ways to express the mood of a song, adding **facial expressions** and **changing voice** • Work as a class and in small groups to **compose** and **improvise** music on the theme of weather • Explore **instrumental and vocal timbres**, selecting sounds to match a mood, character or theme • Follow and give simple **musical instructions** • **Compose** and **perform** soundscapes inspired by songs • Listen to music and **represent sounds** using a range of **graphic symbols**	**Year 2 children can learn to…** • Describe the **pitch** and **timbre** of instruments • Play **simple listening games**, using movement to describe the direction of pitch • Sing songs, developing **pitch-matching skills** and perform them with actions and movement • Use their voices creatively, following **graphic notations** such as **vocal story maps** and **pipe-cleaner notation** • **Play simple melodies** and accompaniments using **tuned percussion** and be introduced to the **pentatonic scale** • Prepare songs and music for a **class performance**



YEAR 3

TERM 1: HEAR IT, PLAY IT! EXPLORING RHYTHMIC PATTERNS	TERM 2: PAINTING PICTURES WITH SOUND	TERM 3: SING, PLAY, NOTATE!
STEP 1: Feeling the pulse and copying rhythmic patterns **STEP 2:** Exploring call and response **STEP 3:** Performing a simple rhythmic ostinato **STEP 4:** Composing and notating rhythmic patterns	**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:** Composing music to communicate stories and settings	**STEP 1:** Describing and experimenting with pitch **STEP 2:** Representing pitch **STEP 3:** Exploring the pentatonic scale **STEP 4:** Performing songs with tuned accompaniments
Year 3 children can learn to… • Explore **rhythmic patterns** • Identify and play rhythms using **body percussion**, **instruments** or other sound-makers • Perform **call-and-response** songs and **compose their own call-and-response** (question and answer) **phrases** • Develop **ensemble skills**, performing simple **rhythmic ostinatos** to accompany a song or poem • Sing songs influenced by **different musical styles** such as Blues and Rock 'n' Roll and listen out for simple stylistic features in music • Compose simple rhythmic patterns and represent them using **graphic notation**	**Year 3 children can learn to…** • Identify and **describe the ingredients** (inter-related dimensions) that make up music • Perform **instrumental accompaniments**, selecting **timbres** to suit the style of a song • Create suitable music to accompany song lyrics and poetry, **varying the dimensions of music** to evoke **mood and atmosphere** • **Compose** music inspired by **stories** or **settings** • Create and organise music with **layers of musical sound** (texture) and represent them using **graphic notation**	**Year 3 children can learn to…** • Identify and describe the **direction of pitch** in simple melodies • Use voices creatively, **creating simple soundscapes** singing independently and as part of a group • Represent melodies from songs using **dot notation** and other **graphic notation** • Explore **pentatonic scales**, singing songs and composing or **improvising** simple melodies • **Listen to and compare** versions of music, understanding the elements that shape a performance • Prepare music for **a performance**



YEAR 4 – Barnsley Music Service Ukulele

Unit 1 – Introduction to your Ukulele • What is it? • Where is it from? (Brief history and development) • How does it work? (Vibration of strings, different parts, effect of using frets on pitch) • How to look after it. (Instrument care and maintenance) • What makes it happy! (Safe place at home / Lots of practice etc!) • Distribute instruments to class / home when agreement is signed.	**Unit 2 – First String Notes** • Develop sense of pulse through use of the voice / body • Develop sense of rhythm over the pulse • Focus on understanding note lengths/rhythmic patterns using Tah, Te-Te and Sh • Introduce simple pieces using first open string (E) • Progress to using first open string (E) and first string third fret (G)
Unit 3 – Chords • Introduce the second open string (B) • What are we looking for? (Assessment for learning) use recordings • Further develop rhythm and pulse to include – Minims (tah-ah) • Introduce second string, 3rd fret (D) • Perform pieces using the note B, D and E	**Unit 4 – Second String/Major and Minor** • Examine the idea of call and response and making your own music • Introduce the concepts of composition and improvisation • Introduce the third open string (G) • Introduce third string, second fret (A) • Perform pieces using the notes G, A and B
Unit 5 – Staff Notation and Genres • Introduce the concept of the Pentatonic scale using notes D,E,G,A and B • Explore the difference between 3 beats in a bar and 4 beats in a bar • Perform 'Morning Mood', a 3/4 piece • Introduce Chords using G, C and Em	**Unit 6 – Getting Creative** • Introduce first string, first fret (F) • Introduce second string, first fret (C)
Unit 7 – Tablature (Tab) • Introduce the concept of Tab as an alternative method of notation • Perform Tab riffs	**Unit 8 – Combining Single Notes and Chords** • Introduce the concept of Tab as an alternative method of notation • Perform Tab riffs
Unit 9/10 – Concert time / Beyond the first year • Select repertoire from throughout year • Perform in assembly as a practice • Presentation and performance skills. • Perform at KS2 Whole Class Music Festival. • Continuation preparation – next year music medal / grade 1? • Encourage Musical Bridges as a progression route, communicating this to students/parents/carers/school staff	



YEAR 5

TERM 1: RHYTHM BUILDERS – EXPLORING RHYTHMIC LAYERS	TERM 2: MUSIC AND WORDS	TERM 3: SONG INGREDIENTS – EXPLORING MELODY, HARMONY AND LYRICS
STEP 1: Exploring time signatures and performing together **STEP 2:** Performing rhythms expressively **STEP 3:** Exploring rhythmic texture **STEP 4:** Creating and notating musical texture	**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	**STEP 1:** Exploring melodic layers **STEP 2:** Exploring scales, intervals and chords **STEP 3:** Creating and playing harmonic accompaniments (drones, chords and basslines) **STEP 4:** Combining lyrics, melody and harmony
Year 5 children can learn to…. • Develop their understanding of **rhythm** and rhythmic notation • Explore **time signatures**, learning to 'feel' the difference between **three and four beats in a bar** • **Listen** to a range of music, exploring **folk traditions** such as Morris dancing and Basque dance • Play rhythms expressively, selecting suitable **timbre** and **dynamics** • Develop ensemble skills • Explore how composers create interesting **textures** by combining layers of musical sound • Perform songs and accompany them with **polyrhythmic texture** • Represent multilayered textures using **informal notation** such as rhythm grids	**Year 5 children can learn to…** • Explore songs and musical activities to develop understanding of the **inter-related dimensions of music** and musical vocabulary • Explore creative listening activities, representing expressive features in music in a **graphic score** • **Improvise** rhythmic and melodic patterns to a four-beat pulse • Understand how **improvisation** has been used throughout musical history • Learn about musical styles such as **jazz** and influential musicians such as Louis Armstrong • Create music inspired by words and poetry, exploring techniques to establish **mood** and **atmosphere**	**Year 5 children can learn to…** • Recognise **key ingredients** used in songs: rhythm, melody, harmony and lyrics • Sing **rounds and part songs** such as *School Is Nearly Over* and *I Got A Little Dog* • Identify how layers of melody can be combined to create a **polyphonic texture**, identifying these features in music from the past and present • Develop their understanding of **intervals, scales and chords** • **Notate pitches** using staff and letter notation • Play together as an ensemble and accompany song melodies using **chords, drones or basslines** • Explore how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion • **Compose** a section of a song or jingle to celebrate their school community

Take a look at the Year 5 **skills progression** and **musical vocabulary** documents in Sparkyard for more detail.





YEAR 6

TERM 1: WE'VE GOT RHYTHM: RHYTHMIC DEVICES AND STRUCTURE	TERM 2: MUSICAL EFFECTS AND MOODS	TERM 3: CELEBRATING SONGS
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	**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	**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
Year 6 children can learn to… • Explore **time signatures** and through songs and collaborative rhythm games, get a feel for $\frac{6}{8}$ rhythms and learn to identify changes in time signature • **Perform rhythms expressively**, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform • Listen to rhythms from around the world • Play **polyrhythms** and create different polyrhythmic textures • **Compose** in a **rhythmic structure**. From a choice of activities, write a short rap, choreograph a routine with plastic cups or create a 16-beat (four-bar) body percussion break to accompany the song *Fiesta!*	**Year 6 children can learn to…** • Get creative with vocal and instrumental sounds, developing **improvisation** skills • Make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects • Explore intervals through simple tuned percussion activities • Explore how **consonant** and **dissonant** sounds in **harmony** can create **moods and atmosphere** • Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as **leitmotifs** used by film composer, John Williams • Identify **key features of musical theatre**, including the roles of actors, musicians and audience • Work in small groups and explore ways to **interpret and convey the lyrical meaning of a song** effectively adding appropriate dynamics, vocal timbre, facial expression and movement • Explore composition activities such as **film soundtracks**, **leitmotifs**, sound-effect rhythms or a musical rollercoaster ride and represent them using a combination of **graphic and standard notations**	**Year 6 children can learn to…** • Develop their knowledge of **song ingredients** • Explore how composers use the **inter-related dimensions** to communicate the message of a song as well as identifying **structural features such as verse, chorus and bridge** • Identify and **describe melodic patterns and sequences** in songs, playing them by ear on melodic instruments • **Compose and notate** simple melodies inspired by *Ring Out The Bells!* and *London Bells* • Play as an ensemble and learn to play **simple chord progressions and basslines** to accompany songs • Listen to a range of music from protest songs to royal fanfares and understand how composers **find their inspiration** from specific events and situations in the world • Compose music for a **specific occasion**, writing a song of celebration, a leavers' song or a school fanfare