



Curriculum Area: Music based on Sparkyard Scheme.

Curriculum Element	Term	EYFS	Y1	Y2
Cycle A	Autumn 2	To experiment with using different voices; To sing songs as a group and suggest simple actions; To respond to simple musical instructions; To copy simple sound and movement patterns; To discriminate between sounds; To play musical patterns using sound and silence; To take turns in a simple call-and- response chant; To investigate the timbre of instruments and sound-makers; To explore timbre of instruments; To create simple sound imagery inspired by a song; To sing songs with simple structures; To respond to simple rhythmic structures; To compose simple rhyming lyrics; To create and follow a simple graphic score; To respond to music with creative movement; To control instruments and sound- makers; To create simple sound sequences; To create and follow simple notation	To respond to music in creative ways; To maintain a steady pulse; To perform movements to a steady pulse; To recognize and respond to changes in tempo; To maintain a steady pulse through movement; To work together and develop ensemble skills; To play a steady pulse using percussion instruments; To begin to recognize the difference between pulse and rhythm; To explore pulse and rhythm through movement; To perform a steady pulse using percussion instruments; To copy simple rhythmic patterns	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 combine simple rhythm patterns; To identify changes in musical texture; To maintain a simple rhythmic part in a group; To internalize pulse; To identify beats in a bar; To compose simple beat patterns; To follow a simple graphic score; To identify beats in a bar; To compose four-beat sound patterns; To create a simple graphic score
Vocabulary				
Cycle B		To experiment with using different voices; To sing songs as a group; To respond to musical cues; To match movements to music; To listen to and follow musical instructions, responding through movement; To sing songs as a group; To investigate the timbre of instruments and sound-makers; To explore ways of sorting instruments; To name some classroom percussion instruments; To handle instruments with control; To tap rhythms of words; To tap a rhythm using instruments and body percussion; To find different ways of sorting instruments; To explore instrumental timbre; To control instruments and sound- makers; To create simple sound sequences; To create and follow simple notation; To respond to music; To enjoy singing as a group; To learn about musical traditions	To respond to music in creative ways; To maintain a steady pulse; To follow simple musical instructions; To maintain a steady pulse through movement; To identify the pulse in two contrasting pieces of music; To discuss how music makes us move in different ways; To play a steady pulse using untuned percussion instruments; To explore and discuss the properties of instruments and their sounds (timbre); To identify the rhythm of words and explore the rhythm through movement; To create musical patterns using longer and shorter sounds; To represent sounds using simple graphic notation	To perform actions to a steady pulse; To internalize pulse; To develop ensemble skills; To perform a rhythmic chant with a steady pulse; To begin to recognize patterns of sound and silence; To choose suitable sounds to accompany a poem; To explore pulse and rhythm through movement; To copy rhythm patterns; To experiment with musical texture; To perform a rhythmic ostinato; To identify patterns in music; To copy rhythm patterns; To identify rests in music; To compose and play simple rhythm patterns
Vocabulary				
Cycle A	Spring 2	To match movements to music and follow musical cues; To begin to recognize the structure of a song; To follow simple notation; To respond to musical cues; To move in time with the music; To play instruments to a steady pulse; To name classroom percussion instruments; To create simple sound effects to accompany a song; To compose and describe simple descriptive sounds; To explore tempo and dynamics when composing; To control instruments, exploring different ways of playing; To recognize the structure of a song; To devise a movement sequence; To perform a song and dance to an audience	To recognize changes in tempo; To explore vocal timbre; To recognize how music can communicate character; To create simple sound and movement motifs; To perform a sequence of motifs using instruments; To investigate different ways of playing an instrument; To create a variety of contrasting sounds; To create notation to represent sounds; To compose a sequence of sounds (beginning/middle/end); To interpret simple notation (e.g. pictorial storyboard); To follow simple performance directions	To recognize how songs can communicate different moods; To use movement to respond to the mood of music; To begin to control dynamics; To select appropriate vocal and percussion sounds to match a theme; To begin to learn about musical articulation and how it can be used expressively within music; To compose and notate a piece of music with contrasting sections; To vary tempo, dynamics and timbre to communicate a mood; To identify and describe a sequence of sounds; To identify and control dynamics; To recognize different instrumental timbres; To improvise sounds on a given theme; To experiment with and recognize changes in musical texture



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Vocabulary				
Cycle B		To begin to recognize the structure of a song; To explore different ways of playing instruments; To follow simple notation; To recall simple sound sequences; To play untuned percussion to a steady pulse; To follow a simple graphic score; To use songs and music for creative movement; To create descriptive sounds; To respond to changes in tempo; To explore tempo, dynamics and duration when composing; To create and follow simple notation; To recognize the structure of a song; To devise a movement sequence; To teach others a singing game; To compare singing games	To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower); To investigate different ways of playing an instrument; To explore vocal timbre; To explore instrumental timbre; 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	To recognize how music can communicate different moods; To explore vocal timbre; To choose appropriate vocabulary to describe music (e.g. 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 use symbols to represent instrumental or vocal sounds; To follow a conductor; 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 recognize a range of timbres and dynamics; To create a musical story using appropriate timbres and dynamics on instruments
Vocabulary				
Cycle A	Summer 2	To sing simple songs, spotting simple features (e.g. song lyrics); To experiment with voice sounds; To recognize simple pitch patterns; To compose a sound sequence, choosing sounds to match characters or objects; To create music inspired by the natural world; To organize musical ideas into a structure; To talk about instruments, comparing sounds; To select instrumental sounds, suggesting ways to play; To order and combine simple sounds; To follow directions, knowing when to start, stop or change sounds; 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 sing songs with expression	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 songs for performance; To follow simple performance directions; To suggest ways to improve a performance	To use movement to respond to changes in pitch; To use 'higher' or 'lower' to describe sounds; To identify changes in pitch; To play ascending and descending melodies on tuned percussion; To sing pentatonic songs; To begin to recognize pentatonic scales; To perform songs with instrumental accompaniment; To play a simple rhythmic and/or melodic ostinato
Vocabulary				
Cycle B		To experiment with voice sounds; To follow musical instructions (loud, quiet, spiky, smooth, fast, slow); To sing short songs and melodies in small groups with growing confidence; To recognize musical patterns; To experiment with ways to change sounds; To use music to represent patterns in nature; To follow notation; To select instrumental sounds, experimenting with ways to play; To order and layer musical sounds; To follow directions, knowing when to start, stop or change sounds; To spot simple features of music performances; To use simple sound effects to tell a story; To create musical scores; To experiment with musical structure; To improvise movement in response to sounds	To imitate changes in pitch; To identify melodies moving by step; To accompany a song using tuned and untuned percussion; To identify musical patterns (e.g. high/low/high/low); To explore timbres produced by tuned percussion instruments; To compose melodies using higher and lower notes; To create graphic notation to represent a pattern of higher and lower notes; To prepare songs for performance; To write new lyrics for well-known songs; To follow simple musical scores	To recognize and describe changes in pitch; To pitch-match simple phrases; To explore vocal timbre; To imitate and describe changes in pitch; To compose and notate a short composition using graphic notation; To compose simple pentatonic melodies; To prepare songs for performance; To perform simple instrumental accompaniments; To suggest ways to improve a performance
Vocabulary				