



At Dorchester our vision is to provide all pupils with a high quality music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity and imagination, and provides opportunities for self-expression and a sense of personal achievement. Children participate in a wide range of activities to develop their talents in all aspects of music including rhythm work, instrumental skills, composition, singing and appreciation.

Music Curriculum

We have carefully designed the Music curriculum over a two year cycle at Dorchester using a thematic approach. The key knowledge & skills needed, as outlined in the National Curriculum, are mapped out to support the starting points of our children & build up over time allowing children to revisit & further deepen their understanding in a systematic & progressive manner. Sequences of work which develop knowledge, skills & understanding of singing; listening; pulse and rhythm; exploring sounds, melody and accompaniment; control of instruments; composition; reading and writing notation; performance skills and evaluating and appraising are designed to build on prior learning & become progressively more challenging.

In EYFS Children will -

- Enjoy joining in with dancing and ring games.
- Begin to move rhythmically.
- Imitate movement in response to music.
- Tap out simple repeated rhythms.
- Begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments

In KS1 Children will—

- **Singing:** find & use their voice confidently; sing a melody accurately at own pitch; sing with sense of awareness of pulse & control of rhythm, recognise phrase lengths & know when to breathe, sing songs expressively, follow pitch movements with hands & use high, low & middle voices, begin to sing with control of pitch (following the shape of the melody); sing with awareness of other performers.
- **Listening:** Recall & remember short songs & sequences & patterns of sounds; respond physically when performing, composing & appraising music; identify different sound sources; identify well-defined musical features.
- **Controlling pulse & rhythm:** Identify pulse in pieces of music; join in getting faster & slower together; identify long & short sounds; perform rhythm to given pulse; begin to internalise & create rhythmic patterns; accompany chant/song by clapping/playing the pulse or rhythm.
- **Exploring Sounds:** explore sound sources; make & recognise how sounds can give a message; identify & name classroom instruments; create & choose sounds in response to given stimulus; identify how sounds can be changed; change sounds to reflect different stimuli.
- **Control of instruments:** play instruments in different ways & create sound effects; handle & play instruments with control; identify different groups of instruments.
- **Composition:** Contribute to the creation of a class composition
- **Reading and Writing notation:** Perform long & short sounds in response to symbols; create long & short sounds on instruments; play & sing phrase from dot notation; record their own ideas; make their own symbols as part of a class score.
- **Performance skills:** Perform together & follow instructions that combine the musical elements.
- **Evaluating and Appraising:** Choose sounds & instruments carefully & make improvements to their own & others' work.

In Lower KS2 Children will—

- **Singing:** Use wider vocal range confidently, expressively & in tune with awareness of pulse & control of rhythm & of expressive elements (timbre, tempo, dynamics) recognise simple structures (Phrases); create different vocal effects; understand how mouth shape affects voice sounds; internalise sounds by singing parts of a song 'in their heads.'
- **Listening:** Identify melodic phrases & play by ear; create sequences of movement in response to sounds; explore & choose different movements to describe animals; demonstrate ability to recognise use of structure & expressive elements through dance; identify phrases that could be used as an introduction, interlude & ending.
- **Controlling pulse and rhythm:** Recognise rhythmic patterns; perform repeated pattern to steady pulse; identify & recall rhythmic and melodic patterns; identify repeated patterns used in a variety of music. (Ostinato).
- **Exploring Sounds:** Identify how sounds are used to accompany a song; analyse & comment on how sounds create different moods; explore & perform types of accompaniment; explore & select different melodic patterns; recognise & explore different combinations of pitch sounds.
- **Control of instruments:** Identify melodic phrases & play them by ear; select instruments to describe visual images; choose instruments on the basis of internalised sounds.
- **Composition:** Create textures, combining sounds in different ways; create music that describes contrasting moods/emotions; improvise simple tunes using pentatonic scale; compose music in pairs & make improvements; create an accompaniment to a known song; create descriptive music in pairs/groups.
- **Reading and Writing notation:** continue to develop skills introduced in KS1
- **Performance skills:** Perform in different ways, exploring how performers are a musical resource; perform with awareness of different parts.
- **Evaluating and Appraising:** Recognise how music can reflect different intentions.

In Upper KS2 Children will—

- **Singing:** Sing in tune, with expression & increasing control of breathing, posture & sound projection & with an awareness of other parts; identify phrases through breathing in appropriate places; rehearse with others; sing a round in two parts & identify melodic phrases & how they fit together; sing confidently as a class, in small groups & alone, & begin to have awareness of improvisation with the voice.
- **Listening:** Internalise short melodies & play these on pitched percussion (play by ear); create dances that reflect musical features; identify different moods & textures; identify how a mood is created by music & lyrics; listen to longer pieces of music & identify features;
- **Controlling Pulse and Rhythm:** Identify different speeds of pulse (tempo) by clapping & moving; improvise rhythm patterns; perform an independent part keeping to a steady beat; identify the metre of different songs through recognising the pattern of strong & weak beats; subdivide the pulse while keeping to a steady beat.
- **Control of instruments:** Identify & control ways percussion instruments make sounds; play accompaniments with control & accuracy; create different effects using combinations of pitched sounds; use ICT to change & manipulate sounds.
- **Composition:** Identify different starting points or composing music; explore, select combine & exploit a range of different sounds to compose a soundscape; write lyrics to a known song; compose a short song to own lyrics based on everyday phrases; compose music individually or in pairs using a range of stimuli & developing their musical ideas into a completed composition.
- **Reading and Writing notation:** Perform using notation as a support; sing songs with staff notation as support.
- **Performance skills:** Present performances effectively with awareness of audience, venue & occasion.
- **Evaluating and Appraising:** Improve their work through analysis, evaluation & comparison.

Support

- All pupils have opportunities to learn music, taking into consideration own starting points & needs.
- All children are given tasks suitable for their needs which do not limit them from learning about a broad range of musical concepts.
- All pupils have access to wider enrichment experiences that support their learning in music.

Sequence—unit

- **Immersion—** students become engaged in a new topic, they activate prior knowledge, & teachers share the key unit objectives (knowledge & skills that will be addressed) through mind mapping, KWL grids, trips or wider experiences
- **Content delivery—** age related subject specific knowledge, skills & vocabulary is taught in discrete subject lessons during the block unit.
- **Reflect—** at the end of unit children & teachers reflect on learning to inform future lessons

Sequence—lesson

- **Starter—** orientate, retrieve, revisit & review prior learning
- **Vocabulary—** introduce & review subject specific vocabulary
- **Oracy Task—** stimulus given to allow for pupil observation, exploration & discussion
- **Guided practice—** direct teaching & modelling of knowledge &/or skills
- **Independent/Collaborative work—** practice key skill or application of knowledge
- **Reflect—** oral reflection on learning which has taken place