

Curriculum Overview: Music



Dorchester Primary School

A Hull Collaborative Academy Trust school.



Working together in a safe and inclusive environment to develop creative, disciplined and aspirational pupils.



The Dorchester Curriculum



The Vision

Our curriculum vision at Dorchester is to provide children with an ambitious, academic and personal curriculum which will open up future opportunities for success.

Curriculum Aims

Our curriculum aims to provide:

- A cumulative acquisition of concepts, knowledge and skills which enables all children to achieve their goals
- A creative, enquiry based curriculum which promotes inquisitive minds, independence and a love for learning.
- A sense of belonging, identity and community to succeed in the modern world

Values

These aims are underpinned by our school values:

- Our school values respect, so our curriculum provides plentiful opportunities for children to work collaboratively, practice active listening, turn taking and acts of service.
- Our school values tolerance therefore our curriculum promotes social awareness and represents diverse voices
- Our school values self-belief so our curriculum promotes a growth mindset and develops independence
- Our school values empathy therefore our curriculum provides opportunities for children to view the world from different perspectives
- Our school values resilience so our curriculum promotes goal setting and problem solving

Curriculum Concepts

Children will also develop their understanding of identified curriculum concepts throughout all subjects. These concepts branch across our whole curriculum, creating horizontal links across all subjects. They aim to develop flexible knowledge and skills that children can apply to multiple curriculum areas.

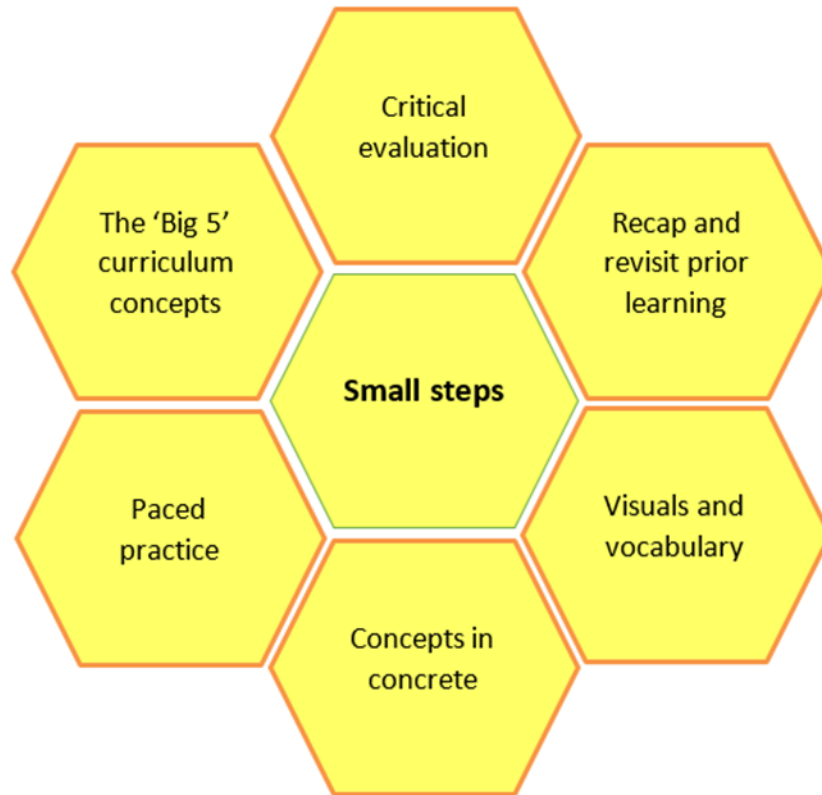
Compare and Contrast

Interpret and Summarise

Written and Oral Expression

Infer and Enquire

Predict and Connect



Dorchester Learning Framework

We have created a learning framework to support our teachers in planning, delivering and assessing the curriculum. This framework has been devised using research into knowledge acquisition and working memory to enable all children to learn and remember what we teach.

Progress at Dorchester means 'knowing more and remembering more'

Assessment

We have adopted a three-tier assessment model for wider curriculum subjects. Teachers will gather assessment information on what children have learnt (and retained): in the short term (e.g. within / after a lesson), the medium-term (e.g. after a unit of work), and long-term (e.g. at the end of their phase or key stage). Assessments will be used to inform the learning moving forward.

Curriculum Timetabling

At Dorchester, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum based on the starting points of our children

Maths, Reading (including EARS for fluency and book talk KS1) and Writing (including spelling and handwriting) are taught daily.

Science, RE, PE, Music, PSHE and MFL (KS2) are taught weekly except where blocking of other subjects is needed. Computing is built within the curriculum subject areas as well as some standalone knowledge

History and Geography along with Art and DT are taught in alternating blocks per half term.

Day	Am (Hours)	Pm (Hours)
Mon	2hrs 45min	2hr 25mins
Tue	2hrs 45min	2hr 25mins
Wed	2hrs 45min	2hr 25mins
Thur	2hrs 45min	2hr 25mins
Fri	2hrs 45min	2hr 25mins

Curriculum Area	Hours per day	Weekly (B = Blocked)	Hours Per Year
English			
Reading	1	5 hrs	185 hours
Reading-Fluency	15 mins	1hr 15 mins	46 hours
			231 hour
Writing	45 mins	4 hr 15 mins	157 hours
- <i>Handwriting</i>	10 mins	50 mins	30
- <i>Spelling</i>	10mins	50mins	30
			217 hours
Maths			
Maths	1	5	185 hours
Computer Sciences			
Science	-	1hr	35 hours
Computing	-	45 mins	26 hours
Creative			
Art	-	1hr 30mins (B)	24 hours
Design and Technology	-	1hr 30 mins (B)	24 hours
Music	-	20 mins	11 hours
Humanities			
History	-	1hr 30 mins (B)	24 hours
Geography	-	1hr 30 mins (B)	24 hours
RE	-	45 minutes	24 hours
Additional			
Physical Education	-	1 hour	35 hours
MFL	-	20 mins	11 hours
PSHE	-	20 mins	11 hours





The Music Curriculum



The Music Vision

Our curriculum builds on the National curriculum for music and equips pupils with the knowledge and skills that will enable them to discover and develop their performing skills, unlock their creative potential and musical identity and gain a deep understanding and appreciation of the music they engage with.

The Music Curriculum

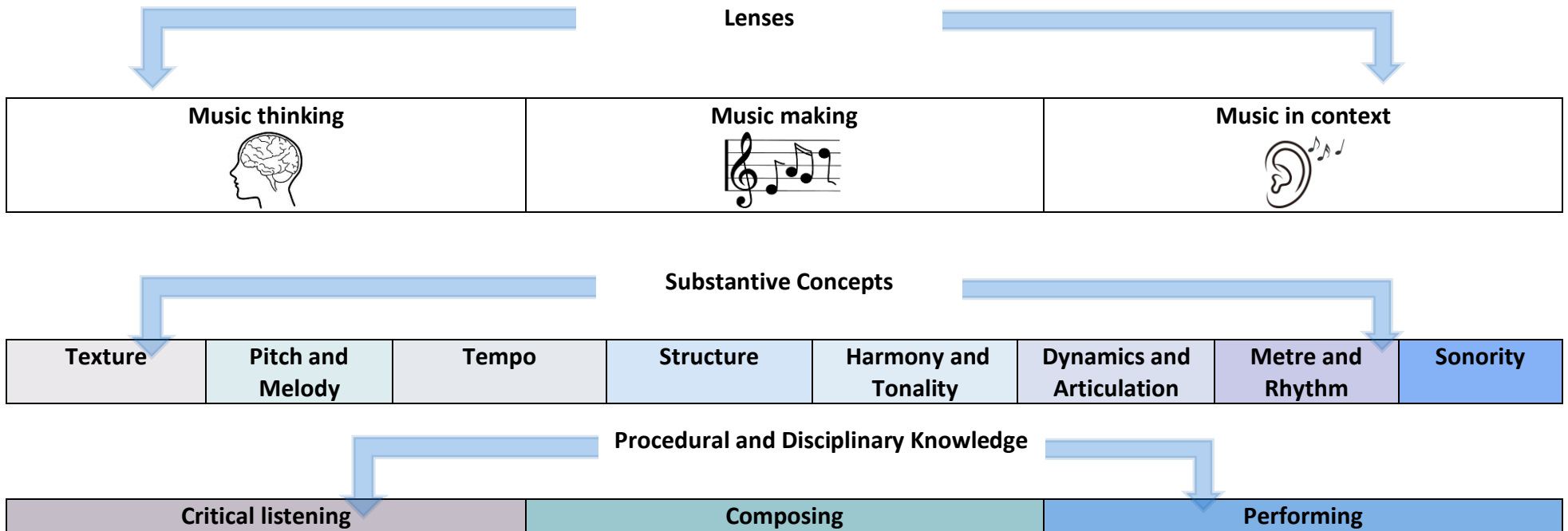
Our music curriculum aims to provide:

- Units of considered and connected musical learning which secure pupil understanding
- A context which drives pupils' musical understanding and their ability to engage creatively
- A pathway which progressively builds pupils' musical understanding through the development of knowledge and skills in context

Personal Development in the Music curriculum

- **Citizenship** – our curriculum is designed to ensure that all pupils develop the behaviours for a respectful community. We nurture children's understanding of belonging by learning about the role of music in communities and exploring musical diversity.
- **Character** – we promote respect, curiosity and creativity through learning about different musical styles and traditions and encourage collaboration and critical thinking through discussion and enquiry.
- **British Values** – pupils develop tolerance and mutual respect as they expand their knowledge and understanding of the cultural and contextual significance of the different musical styles and genres.
- **Inclusion and equal opportunities** – we recognise that our curriculum needs to meet the needs and breadth of all pupils who come from a variety of cultures and backgrounds with different levels of experience and interests
- **Wider opportunities** – all pupils have access to high quality musical experiences including exploring different instruments, watching musical performances and performing themselves for an audience.

Music Knowledge Overview



Curriculum Concepts in the Music Curriculum

Compare and Contrast	Interpret and Summarise	Infer and enquire	Predict and Connect	Written and Oral Expression
Compare and contrast substantive concepts in across diverse musical contexts.	Interpret and summarize a range of audio and visual information using their critical listening skills.	Use a range of sources to make informed inferences and demonstrate critical thinking during musical enquiry.	Children will make predictions using their prior learning and make connections across their musical learning over time and the wider curriculum.	Children will read, record and use tier 3 vocabulary specific to music to summarise, explain and present their learning including through performance.

Music End of Key Stage Outcomes

EYFS	KS1	KS2
<p>Children experience and respond to sound to unlock imagination and creativity; provides the starting point for the progression of musical learning.</p>	<p>Children recognise and explore how sounds can be made, changed and organised.</p>	<p>In Lower Key Stage 2, children recognize and explore the way sounds can be combined and used expressively.</p> <p>In Upper Key Stage 2, children recognize and explore how musical ideas relate to each other within musical structures and how different parts fit together.</p>
<p>Expressive Arts and Design</p> <p>Being Imaginative and Expressive</p> <p>ELG</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>

Performing Progression Map

EYFS	KS1	LKS2	UKS2
<p>Perform songs with others</p>	<p>Perform songs expressively and creatively</p> <p>Perform using tuned and untuned instruments</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	

Perform own compositions

Composing Progression Map

EYFS	KS1	LKS2	UKS2
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Improve and compose music for a range of purposes using the interrelated dimensions of music Use and understand staff and other musical notations	

Critical Listening Progression Map

EYFS	KS1	LKS2	UKS2
	Listen with concentration and understanding to a range of high-quality live and recorded music	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	

Music Long Term Plan

	Autumn	Spring	Summer
EYFS	In EYFS pupils are taught music through the strand Expressive Art and Design. Throughout the year pupils are provided with frequent, repeated and meaningful experiences which are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
KS1 24-25	Unit 12.5: Contrasts	Unit: Christmas singing	Unit 12.6: Musical devices
		Unit 2.7: Pulse and Metre	Unit 2.8: Tempo, Dynamics and Timbre
			Unit 2.9: Rhythm

			(Glockenspiels)			
KS1 23-24	Unit 1.1: Pulse	Unit: Christmas singing	Unit 1.2: Timbre	Unit 1.3: Rhythm	Unit 12.4: Pitch	Unit: Glockenspiels
LKS2 24-25	Unit 34.5: Texture	Unit 34.6: Musical Processes	Unit 4.7: Pulse and Metre	Unit: Recorders	Unit 4.8: Timbre	Unit 4.9: Rhythm
LKS2 23-24	Unit 3.1: Pulse and Metre	Unit 3.2: Timbre	Unit 3.3: Rhythm	Unit: Recorders	Unit: Recorders	Unit 34.4: Pitch
Year 5	Unit 5.10: Duration	Unit 5.11: Timbre	Unit 5.12: Rhythm	Unit: Recorders	Unit: Recorders	Unit 56.13: Tonality
Year 6	Unit: Recorders	Unit 56.14: Structure	Unit 56.15: Beat, Pulse, Rhythm and Structure	Unit 6.16: Metre	Unit 6.17: Harmony	Unit 6.18: Rhythm

EYFS Medium Term Plan

FS1	Unit	Teaching	Sticky knowledge
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Autumn	All About Me!	Remember and sing entire songs. (Rhyme time) Baa Baa Black Sheep, The Muffin Man, Dingle Dangle Scarecrow, Who Took the Cookie	
	Sparkle and Shine	Remember and sing entire songs. (Rhyme time and Christmas songs) Ring a Ring o' Roses, Wheels on the Bus, Hickory Dickory Dock, Twinkle Twinkle Little Star. Perform Christmas songs for an audience	
Spring	Winter Wonderland	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.	
	Once Upon a Time	Show different emotions in their drawings Here We Go Round the Mulberry, Bush Five Little Monkeys, Wind the Bobbin Up Miss Polly Had a Dolly, Humpty Dumpty, If You're Happy and You Know It	
Summer	Ready, Steady, Grow!	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas.	
	Where in the World?	Incy Wincy Spider, Five Little Speckled Frogs, Sleeping Bunnies, Jack and Jill There Were Ten in the Bed, Old Macdonald Had a Farm, One Finger One Thumb, Row Row Row Your Boat	
FS2	Unit	Teaching	Sticky knowledge

Autumn	<p>All About Me!</p> <p>Sparkle and Shine</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Learn and perform Christmas songs</p>	
Spring	<p>Winter Wonderland</p> <p>Our Wonderful World</p>	<p>Chinese New year – music and composition</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	
Summer	<p>Ready, Steady, Grow!</p> <p>Creatures Great and Small</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Handa's Surprise</p> <p>Learn a traditional African song and dance and perform it - encourage children to create their own music.</p>	

2024-25	Unit	Teaching	
Autumn	Unit 12.5: Contrasts Unit: Christmas singing	<ul style="list-style-type: none"> • Rhythm • Pitch • Dynamics • Articulation • Melody • Timbre <p>Little Donkey, Knock on another door, Away in a Manger, It was on Starry Night, We three kings, Silent night, We wish you a merry Christmas.</p>	
Spring	Unit 12.6: Musical devices (Glockenspiels) Unit 2.7: Pulse and Metre	<ul style="list-style-type: none"> • Conjunct melodies and Disjunct melodies • Imitation and Sequence • Riffs and Drone <ul style="list-style-type: none"> • Understanding pulse and creating simple patterns • Understanding how sound is represented by symbols • Physicalising pulse in different ways • Maintaining pulse and identifying strong beats • How many beats in a bar? 	
Summer	Unit 2.8: Tempo, Dynamics and Timbre Unit 2.9: Rhythm	<ul style="list-style-type: none"> • Identifying tempo • High and low sounds • Loud and soft sounds • Different ways to use the voice and instruments • Instruments of the orchestra <ul style="list-style-type: none"> • Finding the pulse including in songs • Exploring the difference between pulse and rhythm • Recognising musical symbols and using symbols to represent sounds • Composing a rhythm 	

2023-24	Unit	Teaching	
Autumn	Unit 1.1: Pulse Unit: Christmas singing	<ul style="list-style-type: none"> • Understand pulse • Create simple patterns • Understand how sound is represented by symbols • Physicalising pulse in different ways • Maintaining pulse and identifying strong beats • Identifying tempo <p>Little Donkey, Knock on another door, Away in a Manger, It was on Starry Night, We three kings, Silent night, We wish you a merry Christmas.</p>	
Spring	Unit 1.2: Timbre Unit 1.3: Rhythm	<ul style="list-style-type: none"> • Different ways to use your voice and your body • Different ways to use instruments • High and low sounds • Loud and quiet sounds • Instruments of the orchestra • Rhythm vs Pulse • Rhythm symbols and patterns • Reading and writing rhythmic notation • Improvising rhythms 	
Summer	Unit 12.4: Pitch Unit: Glockenspiels	<ul style="list-style-type: none"> • What is pitch? • High sounds and Low sounds • Following pitch and Changing pitch • Creating high and low sounds • Play C scale • Play and perform C scale exercises using lettered score • Play a song using lettered score 	

		<ul style="list-style-type: none"> • Play and perform a range of tunes on the glockenspiel 	
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Lower KS2 Medium Term Plans

2024-25	Unit	Teaching	Sticky knowledge
Autumn	Unit 34.5: Texture Unit 34.6: Musical Processes	<ul style="list-style-type: none"> • Thin or rich • Monophonic, Homophonic and Polyphonic texture • Melody and accompaniment • Mixing textures • Ostinati – repeating patterns • Vocal ostinati and Instrumental ostinati • Musical drones, Drones and pedal notes • Composing accompaniments using ostinati and drones 	
Spring	Unit 4.7: Pulse and Metre Unit: Recorders	<ul style="list-style-type: none"> • Understanding pulse and rhythm • Exploring 4 and 2 beats in a bar • Exploring 3 beats in a bar and 6 beats in a bar • Exploring 5 beats in a bar • Recognising time signatures 	

Summer	Unit 4.8: Timbre	<ul style="list-style-type: none"> • Exploring percussion • Home percussion and Body percussion • Beatboxing and developing beatboxing 	
	Unit 4.9: Rhythm	<ul style="list-style-type: none"> • Pulse and Rhythm • Improvising rhythmic patterns in a piece of music • Using call and response in samba music • Improvising in samba style • Summarising learning on improvising 	

2023-24	Unit	Teaching	Sticky knowledge
Autumn	Unit 3.1: Pulse and Metre	<ul style="list-style-type: none"> • Understanding pulse and rhythm • Exploring 4 beats in a bar and 2 beats in a bar • Exploring 3 beats in a bar and 6 beats in a bar • Recognising time signatures 	
	Unit 3.2: Timbre	<ul style="list-style-type: none"> • Body percussion basics • Exploring different sounds to develop body percussion • Composing and performing a body percussion piece 	

Spring	Unit 3.3: Rhythm Unit: Recorders	<ul style="list-style-type: none"> • Understanding pulse, rhythm and Basic notation • Reading simple rhythms and Develop rhythm reading • Composing and performing rhythms • Understand how to hold and blow into the recorder • Place fingers correctly to make notes A, B and G • Play a simple tune using notes BA & BAG by changing fingering • Play simple tunes with notes of short and long duration • To read standard notation for a crotchet rest • To play simple tunes with notes BAG and crotchet rests 	
Summer	Unit: Recorders Unit 34.4: Pitch	<ul style="list-style-type: none"> • To read and play standard treble clef notations for notes B,A,G • Read standard notation for crotchets, quavers, minims & semibreves • Read and play standard treble clef notation for notes C and D • Play simple tunes on treble clef stave which use notes C,D, B, A, G • What is pitch? • High sounds, low sounds • Following the pitch • Creating high and low sounds 	

Upper KS2 Medium Term Plans

Year 5	Unit	Teaching	Sticky knowledge
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Autumn	Unit 5.10: Duration Unit 5.11: Timbre	<ul style="list-style-type: none"> • Understand how to maintain the pulse using the voice & body • Understand the difference between on and off beats • Explore on and off beats in different musical styles • Explore and understand ostinatos, syncopated rhythms and polyrhythms <ul style="list-style-type: none"> • Classify instruments • Imitate world percussion and enhance a performance • Compose rhythmic ostinato patterns to structure a piece of music 	
Spring	Unit 5.12: Rhythm Unit: Recorders	<ul style="list-style-type: none"> • Learn ostinato patterns inspired by west African drumming • Structure and perform a piece inspired by west African drumming • Understand how rhythmic cycles feature in Indian classical music • Perform a tudka in a rhythmic cycle • Explore & understand the different elements of a samba performance <ul style="list-style-type: none"> • Learn the importance of the tongue when playing the recorder • Refine the playing and notation of notes BAG 	
Summer	Unit: Recorders Unit 5.13: Tonality	<ul style="list-style-type: none"> • Refine the use of the tongue when playing the recorder • Refine playing and notation of notes BAGCD • Improvise and compose using notation a piece for the recorder • Perform own recorder composition <ul style="list-style-type: none"> • Recognising melody • Constructing and playing a melody using a scale • Magical stories and tone poems • Melody and tonality • Passing down tunes in folk songs • Renaissance, Baroque, Opera and Jazz melodies 	

Year 6	Unit	Teaching	Sticky knowledge
Autumn	Unit: Recorders Unit 56.14: Structure	<ul style="list-style-type: none"> • Refine the use of the tongue when playing the recorder • Refine playing and notation of notes BAGCD • Improvise and compose using notation a piece for the recorder • Perform own recorder composition <ul style="list-style-type: none"> • Understand binary and ternary form • Understand sonata and rondo form 	
Spring	Unit 56.15: Beat, Pulse, Rhythm and Structure Unit 6.16: Metre	<ul style="list-style-type: none"> • Exploring recitative and arias • Gamelan, polyrhythms and interlocking melodies • Composing a gamelan ensemble • Ghanaian pulse and rhythm • Graphical notation and djembe rhythms <ul style="list-style-type: none"> • Understand the difference between 3 and 4 time • Explore changes in metre and compound time • Develop understanding of compound time • Explore and develop understanding of irregular metre 	
Summer	Unit 6.17: Harmony *Learning songs for Y6 performance Unit 6.18: Rhythm	<ul style="list-style-type: none"> • To sing in canon and explore chords • Explore bass lines and explore singing in thirds • Learn how to harmonise • Develop a song through the use of harmony <ul style="list-style-type: none"> • Understand, layer and read syncopated rhythms • Compose and perform a syncopated rhythm 	



		<ul style="list-style-type: none">• Summarise learning on syncope	
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**‘Music gives a
soul to the
universe, wings
to the mind,
flight to the
imagination and
life to
everything.’
Plato**

