

Music

Ambition

- Students at DMP gain a firm understanding of what music is through: listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and contemporary musical genres.
- Student will develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music and an unbiased respect for the many ways that music may express itself in a person's life.
- We are committed to ensuring students understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.
- Every student has the opportunity to play an instrument, and we aim to provide children with the opportunity to progress to the next level of their creative excellence.

Department Sentence

"The music department ensured that all students enjoyed access to a comprehensive music provision and thriving extra-curricular activities which were demonstrated through industry standard performances."

Principles

Intelligent sequencing of powerful knowledge

- All students learn the fundamentals of music notation, listening and appraising, composition, and instrumental techniques through practical learning outcomes. Each topic is sequenced to build upon prior learning and gradually increasing the level of demand so that students become proficient as a versatile musician.
- Students practice these key skills and concepts in a variety of different mediums to fully embed them and provide high-quality experiences within a highly specialised provision and peripatetic offering.
- By the end of their education, a student at Dixons Music Primary will know how to read and interpret traditional and modern notation as all units of work embed the traditional and contemporary notation methods.
- Reading is essential within music as students are introduced to tier 3 subject specialist vocabulary. To make this accessible we spend time in lesson looking through definitions and applications of this vocabulary before students start tasks. This vocabulary is then interleaved and sequenced, so it is embedded over time.
- The range of musical traditions experienced within and out of the curriculum go beyond what is necessary for success at GCSE but will equip students with a breadth of musical understanding. This will enable them to be successful musicians, whether in musical experiences outside of education, and the profession, or in further musical study and/or employment.
- Mathematical fluency is regularly embedded through the exploration of rhythm (in all schemes and pieces). Students are required to count in a variety of different fractions of rhythms to achieve accuracy.
- Careers are explicitly taught through out every scheme of work. We discuss different careers (and routes to achieve these careers) from orchestral performer, to recording engineer. Skills are therefore embedded in tasks throughout schemes of work to allow all students to experience vital skills within the music industry.
- Student experience is at the heart of our curriculum; therefore, teachers are empowered by aligned autonomy to decide key topics or areas of focus that may be pertinent for our cohort. This can be adapted at different times depending on society and its respective influences.
- The music curriculum takes influence from a variety of different sources including:
 - The principles underlying the 'Musical Futures' curriculum
 - Jolly Music Curriculum
 - 'Rockschool' materials and approaches
 - ABRSM music theory content
 - Trinity Rock and Pop / Rockscool performance materials
 - the requirements of the BTEC Tech Level 2 Music Practice award specification and Eduqas GCSE music.
 - Research carried out by leading music researchers such as: Dr Martin Fautley, Zoltan Kodaly, Dr Darren Henley, Gary Spruce and Lucy Green. Along with general teaching researchers such as: Doug Lemov and Tom Sherrington.



Beyond the National Curriculum

- In music we have a wide range of activities taking place outside of the classroom. This includes: extracurricular clubs, instrumental lessons, participation in showcases, and expeditions to the local area and further afield.
- We also network with the trust where students can participate in collaborative concerts with students from a variety of different schools.
- All opportunities and resources provided are of industry standard which ensure students access the highest quality of education and enables them to be successful in higher education and beyond.



Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 6, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 1	Vocal	Knowledge and Musical Skills introduced Hear my voice - experimentation of voice. <ul style="list-style-type: none"> Perform songs and rhymes, singing loud or soft. Repeat and vocalise 4-beat rhythms using body percussion sounds and voices. 	Hear my voice - experimentation of voice. <ul style="list-style-type: none"> Improvise actions that follow the beat of a song. Perform songs and rhymes from memory. 	Playing Musical Patterns And Accompaniments <ul style="list-style-type: none"> Perform the pulse or rhythm of a song while singing Perform songs with a simple structure and repetitive pattern.
	Curriculum	Knowledge and Musical Skills introduced What's The Music Saying? - to explore the relationship between music and movement <ul style="list-style-type: none"> Students will explore high and low pitch, long/short, loud/soft sounds, silence. Follow the pulse of music in 4/4. 	Playing With Songs - Control of voice, simple instruments and sound makers to existing music <ul style="list-style-type: none"> Explore pitch moving up or down. Play pulse and rhythms of songs using percussion instruments. 	Playing Musical Patterns And Accompaniments <ul style="list-style-type: none"> Identify high and low pitch in a 2-pitch song. Improvise movements that follow the pitch of a song. Perform the pulse or rhythm of a song on a percussion instrument Differentiate between pulse and rhythm. Explore body percussion sounds and improvise movements that follow the rhythm of a song.
Enrichment				
	Vocal	Knowledge and Musical Skills introduced Controlling pulse using voices <ul style="list-style-type: none"> To work together and develop ensemble skills Repeat and vocalise 4- beat rhythms using sounds and voices. Explore high and low pitch, long/short, loud/soft sounds, silence, sounds of voices 	Exploring how sounds can be changed <ul style="list-style-type: none"> To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower) Explore different vocal tones. Exploring the timbre of voices <ul style="list-style-type: none"> Exploration of head, chest and falsetto voices To perform songs with expression 	Recognising changes in pitch and copying simple pitch patterns <ul style="list-style-type: none"> To use 'higher' or 'lower' to describe sounds To imitate high and low sounds using voices To compose song lyrics and simple vocal effects To perform simple rhythmic patterns based on spoken words Identify highest, lowest and middle pitch in a 3-pitch song.

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
				<p>Performing simple melodic patterns using voices</p> <ul style="list-style-type: none"> To perform pieces with simple melodies (sol and mi) Improvise an answer to a question using singing voice. Sing songs in a 2 part round. To suggest ways to improve a performance To improvise a two-note melody using voices
	Knowledge and Musical Skills revisited	<p>Exploring pulse through songs and movement</p> <ul style="list-style-type: none"> To maintain a steady pulse To follow simple musical instructions To recognise and respond to changes in tempo <p>Exploring the difference between pulse and rhythm</p> <ul style="list-style-type: none"> To interpret a simple graphic score 	<p>Copying and creating rhythmic patterns</p> <ul style="list-style-type: none"> Explore pitch moving up/down or staying the same. Play rhythms from songs using percussion instruments and differentiate between the pulse and rhythm. To perform songs with expression To investigate how sounds can be changed To recognise and describe musical changes To compose a sequence of sounds (beginning/middle/end) To follow simple performance directions 	<p>Exploring pulse through songs and movement</p> <ul style="list-style-type: none"> To maintain a steady pulse To follow simple musical instructions To recognise and respond to changes in tempo <p>Performance techniques</p> <ul style="list-style-type: none"> To begin understanding how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control.
Curriculum	Knowledge and Musical Skills introduced	<p>Exploring pulse through songs and movement</p> <ul style="list-style-type: none"> To respond to music in creative ways <p>Controlling pulse using voices and instruments</p>	<p>Exploring the timbre of instruments</p> <ul style="list-style-type: none"> To explore instrumental timbre To choose, order and combine sounds To use musical vocabulary to describe sounds 	<p>Exploring the pitches of instruments</p> <ul style="list-style-type: none"> To listen to and recall a sequence of high and low sounds To imitate changes in pitch using tuned percussion

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		<ul style="list-style-type: none"> To work together and develop ensemble skills <p>Copying and creating rhythmic patterns.</p> <ul style="list-style-type: none"> To begin to work together to explore copying and creating simple rhythmic patterns as a class and a small group To copy rhythmic action patterns To practise starting and stopping together Perform songs and rhymes and conduct the class, showing signals to start and stop. To represent sounds using simple graphic notation <p>Exploring the difference between pulse and rhythm</p> <ul style="list-style-type: none"> To begin to recognise the difference between pulse and rhythm To identify the rhythm of words and explore the rhythm through movement Follow the pulse of music in 2/4, 3/4 and 4/4 using percussion instruments. 	<ul style="list-style-type: none"> To investigate different ways of playing an instrument <p>Exploring simple notation</p> <ul style="list-style-type: none"> To create notation to represent sounds To understand how rhythm grids by performing an untuned percussion part solo and as part of an ensemble Notate rhythms by writing words in the beats. To interpret simple notation (e.g. pictorial storyboard) <p>Musical Storytelling</p> <ul style="list-style-type: none"> To identify examples of musical storytelling To accompany a song using tuned and untuned percussion To prepare songs for performance 	<ul style="list-style-type: none"> To use tuned percussion to play simple melodies within a 5-interval range using crotchets and quavers. <p>Recognising changes in pitch and copying simple pitch patterns</p> <ul style="list-style-type: none"> To use accurate terminology to describe pitch including "high", "low", and the "same" To recognise changes in pitch by starting to describe changes as "higher by one note"
	Knowledge and Musical Skills revisited	<p>Exploring the difference between pulse and rhythm</p> <ul style="list-style-type: none"> To identify the pulse in two contrasting pieces of music To explore and discuss the properties of instruments and their sounds (timbre) To maintain a steady pulse To follow simple musical instructions To recognise and respond to changes in tempo To interpret a simple graphic score 	<p>Exploring the difference between pulse and rhythm</p> <ul style="list-style-type: none"> To recognise changes in tempo To investigate different ways of playing an instrument To create simple sound and movement motifs To perform a sequence of motifs using instruments 	<p>Exploring simple notation</p> <ul style="list-style-type: none"> To use informal notation Notate pitch of songs with sol and mi, and notate rhythms using crotchets and quavers. <p>Musical Storytelling</p> <ul style="list-style-type: none"> To improvise a two-note melody using tuned instruments To identify musical patterns (e.g. high/low/high/low) To identify examples of musical storytelling

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		<ul style="list-style-type: none"> To create a musical accompaniment To play a steady pulse using untuned percussion instruments To copy simple rhythmic patterns 	<ul style="list-style-type: none"> Play rhythms from songs using percussion instruments and differentiate between the pulse and rhythm. Notate rhythms by writing words in the beats. Perform songs and rhymes from memory. 	<ul style="list-style-type: none"> To accompany a song using tuned and untuned percussion To prepare songs for performance To follow simple performance directions 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
Enrichment		<ul style="list-style-type: none"> Get musical singing skills club 	<ul style="list-style-type: none"> Get musical singing skills club 	<ul style="list-style-type: none"> Get musical singing skills club
Vocal	Knowledge and Musical Skills introduced	<p>Performing rhythms and movement to a steady pulse</p> <ul style="list-style-type: none"> To recognise and respond to musical instructions Sing and play loud (f) moderately loud (mf) and soft (P) sounds. Sing songs with sol and mi, indicating the pitches with hand signs. To internalize rhythm and melody ('thinking voice') To create rhythm patterns based on spoken words Sing melodies of songs containing sol (G) and mi (E) pitches 	<p>Recognising and exploring musical mood</p> <ul style="list-style-type: none"> To recognise how songs can communicate moods differently To select appropriate vocal sounds to match a theme To begin to use articulation expressively To vary dynamics, tempo and timbre to convey mood Sing songs with sol, mi and la pitches showing the pitch hand signs and sing songs with greater variety of pitch in a 2-part round. 	<p>Identifying and describing changes in pitch</p> <ul style="list-style-type: none"> To sing a pentatonic scale To begin to recognise examples of pentatonic To work as a class to compose a pentatonic melody for a haiku To sing conjunct melodies To recognise where pentatonic melodies have been used To improvise using the pentatonic scale To use solfege to describe pentatonic melodies Sing 2-part songs with varied dynamics and facial expression.
	Knowledge and Musical Skills revisited	<p>Performing rhythms and movement to a steady pulse</p> <ul style="list-style-type: none"> To recognise and respond to musical instructions 	<p>Recognising and exploring musical mood</p> <ul style="list-style-type: none"> To explore vocal timbres To choose appropriate and accurate vocabulary to describe music 	<p>Identifying and describing changes in pitch</p> <ul style="list-style-type: none"> To use higher or lower to describe pitch To recognise changes in pitch To pitch match simple phrases

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		<ul style="list-style-type: none"> To recognise and begin to describe features of music (e.g. tempo, mood, timbre and pitch) <p>Performance techniques</p> <ul style="list-style-type: none"> To begin understanding how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control. 	<ul style="list-style-type: none"> To recognise changes in musical mood To use symbols to represent vocal sounds To improvise with different sounds within a structure <p>Performance techniques</p> <ul style="list-style-type: none"> To begin understanding how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control. 	<ul style="list-style-type: none"> To imitate and describe changes in pitch To explore vocal timbre <p>Performance techniques</p> <ul style="list-style-type: none"> To begin understanding how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control.
Curriculum	Knowledge and Musical Skills introduced	<p>Performing rhythms and movement to a steady pulse</p> <ul style="list-style-type: none"> To recognise and begin to describe features of music (e.g. tempo, mood, timbre and pitch) To use movement to identify the first beat of the bar To develop ensemble skills To internalize pulse Clap a rhythm while walking the pulse and improvise body percussion sounds that follow a notated rhythm of crotchets and quavers. Identify the number of phrases in a song. To copy rhythm patterns To copy pulse action sequences To compose call-and-copy movement sequences Identify the minim pulse in music in 2/2. 	<p>Recognising and exploring musical mood</p> <ul style="list-style-type: none"> To select appropriate percussion sounds to match a theme To begin to use articulation expressively To compose a piece with two contrasting sections To recognise different musical instrumental timbres (exploration of orchestral instruments) Memorise and play notated rhythms 4 beats long. Identify phrases in a song with the same rhythm. Analyse the phrase structure of a melody. To respond to changes in musical tonality (major and minor) To recognise musical contrasts (stacatto, legato, tempo, dynamics, duration) 	<p>Performing simple musical accompaniments and preparing for performance</p> <ul style="list-style-type: none"> Use 2 beaters to play melodies on tuned percussion instruments. Practise changing dynamics loud to soft suddenly and gradually. Play rhythmical melodies in 3/4 and 4/4 that require the first beat of each bar to be accented. Play new melodies from notation and create a bass line for the melodies. Perform as part of an ensemble, listening all the time to other players to ensure good timing and sensitive dynamics and phrasing. Play well-known classical themes from music of different periods. To play ascending and descending melodies on tuned percussion To compose simple pentatonic melodies

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
			<ul style="list-style-type: none"> • Create rhythms using body/vocal percussion to accompany the songs. 	<ul style="list-style-type: none"> • To play conjunct melodies • To recognise and suggest improvements on performances • To recognise conjunct and disjunct melodies
	Knowledge and Musical Skills revisited	Copying and creating rhythmic patterns <ul style="list-style-type: none"> • To play rhythms to a steady pulse • To follow a conductor • To explore the timbre of instruments • To maintain a steady pulse 	Recognising and exploring musical mood <ul style="list-style-type: none"> • To use movement to respond to the mood music • To control dynamics using untuned percussion • To use graphic scores • To follow a conductor • To identify and describe a sequence of sounds 	Performing simple musical accompaniments and preparing for performance <ul style="list-style-type: none"> • To use movement to respond to the mood music • To compose and notate on graphic scores • To use graphic scores to represent melody (duration, pitch and dynamics) • To play simple ostinato patterns • To prepare for short performances • To develop short performances to showcase to peers
	Enrichment	<ul style="list-style-type: none"> • Young voices • Get musical singing skills club 	<ul style="list-style-type: none"> • Young voices • Get musical singing skills club 	<ul style="list-style-type: none"> • Young voices • Get musical singing skills club
Vocal	Knowledge and Musical Skills introduced	Performing songs with structure <ul style="list-style-type: none"> • Sing songs in a 3-part round with the addition of countermelodies and ostinati with improvised words. • Arrange acapella songs with varied textures. • To identify changes in vocal texture • To listen and compare different versions of the same song and sing these embedding stylistic techniques 	Performing songs with harmony <ul style="list-style-type: none"> • To sing simple harmonies • Create harmony lines for melodies that can be sung/played in class. • Use major and minor scales to compose melodies for poems. • To pitch-match with growing accuracy 	Representing pitch <ul style="list-style-type: none"> • To use listening skills to correctly order a sequence of notes (C D E) • To begin to describe the shape of a melody • To listen to and recall a sequence of sounds • Change dynamics and tone of voice to capture the style and emotion of the songs. • Sing major and minor scales, and scalar songs in a 4-part round with attention to tongue dexterity and tuning of higher pitches.

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
	Knowledge and Musical Skills revisited	<p>Performing songs with structure</p> <ul style="list-style-type: none"> • Sing songs in a 3-part round with the addition of countermelodies and ostinati with improvised words. <p>Performance techniques</p> <ul style="list-style-type: none"> • To begin understanding how and why we warm up • To recall and perform accurate warm ups • To vocalise the benefits of warming up • To describe types of performances linking to the style of the piece. • Vocal technique – practise posture, relaxation, articulation and breath control. 	<p>Performing songs with harmony</p> <ul style="list-style-type: none"> • To recognise differences in dynamic levels in music • To define different dynamic levels using musical vocabulary • To use symbols to represent vocal sounds • To use notation for dynamics and articulation • To use musical vocabulary to describe sounds 	<p>Representing pitch</p> <ul style="list-style-type: none"> • To recognise and describe changes in pitch • To describe pitch • To represent pitch using actions and identify note names • To sing a solo line • To recall pitch • To sing accurately with variations in dynamics, articulation and timbre • To prepare songs for performance • To suggest ways to improve a performance
Curriculum	Knowledge and Musical Skills introduced	<p>Composing and notating rhythmic patterns</p> <ul style="list-style-type: none"> • To recognise and define the duration of different note values <p>Performing a simple rhythmic ostinato</p> <ul style="list-style-type: none"> • To perform body percussion rhythms with different tempos • To combine simple rhythmic patterns • To compose rhythmic patterns • To compose melodic patterns • Play an instrumental part from notation and compose a part to accompany a song. • To identify rests in music 	<p>Performing songs with tuned accompaniments</p> <ul style="list-style-type: none"> • How to hold and make a good sound out of a ukulele • Reading chord charts • Reading strumming patterns (down and up) • Ukulele technique – thumb strumming, upstrokes, down strokes and alternate thumb and finger to pick the strings. • Switch between thumb strumming and finger/thumb picking for different sections of a song. 	<p>Major and Minor</p> <ul style="list-style-type: none"> • Identify harmonic changes in songs and instrumental music. • Define Major and Minor relating to known pieces of music • Link Major and Minor to Mood of piece • Suggest appropriate timbre and instruments relating to harmony • Perform pieces using tuned percussion/keyboards

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		<p>Exploring call and response</p> <ul style="list-style-type: none"> To identify call and response in songs To perform call and response songs To compose call and response patterns To compose an ostinato pattern To create a simple graphic score 	<ul style="list-style-type: none"> Play simple chord sequences of pop songs and a 12-bar blues and create new chord sequences. Identify chord changes in a piece of music. Follow TAB notation to play a new piece of music on the ukulele. To perform using different musical techniques To combine several layers of sound and describe the effect 	
	Knowledge and Musical Skills revisited	<p>Performing a simple rhythmic ostinato</p> <ul style="list-style-type: none"> To recognise and define the duration of different note values To maintain movement accurately in time To perform rhythmic actions accurately to a steady pulse To develop ensemble skills To internalise pulse To identify the first beat of the bar in 4/4 To recognise different time signatures To identify beats in a bar To maintain a simple rhythmic part in an ensemble To copy and create simple call and response patterns To create a rhythmic accompaniment to a song To play rhythmic patterns To improvise by varying dynamics, timbre and tempo To interpret a graphic score 	<p>Performing songs with tuned accompaniments</p> <ul style="list-style-type: none"> To control dynamics To play instruments with varied dynamics, articulation and tempo To improvise sounds within a structure To play in time as a solo and ensemble To maintain a part in an ensemble To perform a melodic tuned ostinato 	<p>Major and Minor</p> <ul style="list-style-type: none"> To recognise and define the duration of different note values To control dynamics To play instruments with varied dynamics, articulation and tempo To improvise sounds within a structure To play in time as a solo and ensemble To maintain a part in an ensemble To perform a melodic tuned ostinato To recognise and define different dynamics and articulation in music

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		<ul style="list-style-type: none"> To recognise and define different dynamics and articulation in music 		
	Enrichment	<ul style="list-style-type: none"> Young voices Get musical singing skills club 	<ul style="list-style-type: none"> Young voices Get musical singing skills club 	<ul style="list-style-type: none"> Young voices Get musical singing skills club
Vocal	Knowledge and Musical Skills Introduced	Rockschool Grade 1 performance certificate	Rockschool Grade 1 performance certificate	Rockschool Grade 1 performance certificate
	Knowledge and Musical Skills revisited	Performance techniques <ul style="list-style-type: none"> To understand how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control. 	Performance techniques <ul style="list-style-type: none"> To understand how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control. 	Performance techniques <ul style="list-style-type: none"> To understand how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control.
Curriculum	Knowledge and Musical Skills Introduced	Body percussion and chair drumming <ul style="list-style-type: none"> To identify the first beat of the bar in 4/4 Two handed percussion To recognise and define the duration of different note values while maintaining a steady beat To recognise the duration of different note values Two separate rhythms playing at the same time To read and perform rhythms accurately and in time using body percussion and chair drumming 	West African djembe drumming <ul style="list-style-type: none"> Djembe performance and technique - use of dynamics and hi/low tones. Critical listening and analysing of musical examples - Traditional African Music. Traditional African Polyrhythm Performance. 	Instruments of the orchestra <ul style="list-style-type: none"> Western traditional notation reading To recall instruments of all orchestral families: strings, woodwind, brass and percussion To recognise different timbres of instruments: metallic, wooden, high-/low-pitched, stringed, untuned/tuned percussion To recognise and recall the structure of a piece of music To begin to recognise major and minor tonalities 5 finger keyboard playing

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		<ul style="list-style-type: none"> To experiment with different rhythmic structures 		<ul style="list-style-type: none"> Pitch on a keyboard linked with the notes on a stave Following western traditional notation
	Knowledge and Musical Skills revisited	<p>Body percussion and chair drumming</p> <ul style="list-style-type: none"> Internalising pulse To create a rhythmic accompaniment to a song To copy and create simple call-and response rhythm patterns To read and perform rhythms accurately and in time using body percussion To recall vocabulary of different tempos in music and apply them accurately To compose rhythmic patterns and perform at different tempos To compose a sequence of four-beat rhythms using minims, crotchets and quavers To perform a rhythmic ostinato To perform instrumental polyrhythms accurately as an ensemble To control dynamics 	<p>West African djembe drumming</p> <ul style="list-style-type: none"> Recalling simple based on characteristics such as pitch and duration Internalising pulse Following a structure AABA Playing as part of an ensemble To perform call-and-response rhythms Performing polyrhythms as part of a 4-part ensemble. Following a conductor 	<p>Instruments of the orchestra</p> <ul style="list-style-type: none"> To play major and minor chords To recall instrumental timbre Following a conductor Playing as part of an ensemble
Woodwind (Recorder)	Knowledge and Musical Skills Introduced	<p>Music Notation Literacy:</p> <ul style="list-style-type: none"> Identifying rhythmic values (e.g., minims, crotchets) and a limited selection of pitches (notes on the treble clef). <p>Instrument Mechanics:</p> <ul style="list-style-type: none"> Knowing how the recorder produces sound and common causes of undesirable sound (squeaks, breathiness, out-of-tune notes). 	<p><i>Building on knowledge introduced in Cycle 1 in addition to:</i></p> <p>Piece Selection:</p> <ul style="list-style-type: none"> Building an understanding of difficulty levels in music. <p>Tone Quality Awareness:</p> <ul style="list-style-type: none"> Identifying when the tone is not clear or in tune and knowing corrective measures (e.g., adjusting breath control or finger placement). 	<p><i>Building on knowledge introduced in Cycle 1 and 2 in addition to:</i></p> <p>Musical Symbols:</p> <ul style="list-style-type: none"> Recognizing and interpreting dynamics (e.g., forte, piano) <p>Basic Theory:</p> <ul style="list-style-type: none"> Understanding the differences between a scale and an arpeggio, and their role in recorder repertoire.

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		<p>Recorder Holding Technique:</p> <ul style="list-style-type: none"> • Correctly holding the recorder, ensuring good posture. <p>Coordination of Breath and Fingering:</p> <ul style="list-style-type: none"> • Learning to synchronize breath with finger movements. 	<p>Breath Control:</p> <ul style="list-style-type: none"> • Using the right amount of air pressure to produce a clean, even tone. <p>Embouchure Development:</p> <ul style="list-style-type: none"> • Creating a proper seal with the lips while maintaining relaxed facial muscles. 	<p>Musical Form:</p> <ul style="list-style-type: none"> • Identifying simple forms in music, such as ABA or theme and variation, within the context of pieces being played. <p>Fingering Precision:</p> <ul style="list-style-type: none"> • Mastering finger placement for basic notes (G through to D). <p>Performance Skills:</p> <ul style="list-style-type: none"> • Building confidence to perform in front of classmates.
	Knowledge and Musical Skills revisited	<p>Reinforcement of Notation Reading:</p> <ul style="list-style-type: none"> • Practice of reading exercises to improve understanding of reading musical notation. <p>Finger Dexterity:</p> <ul style="list-style-type: none"> • Re-addressing finger agility and precision as students encounter faster passages. 	<p><i>Building on skills revisited in Cycle 1 in addition to:</i></p> <p>Piece Selection:</p> <ul style="list-style-type: none"> • Revisiting the ability to choose appropriately challenging pieces. <p>Breath and Tone Control:</p> <ul style="list-style-type: none"> • Revisiting breath control as students attempt more complex phrases or dynamic variations, refining embouchure and air pressure. 	<p><i>Building on knowledge revisited in Cycle 1 and 2 in addition to:</i></p> <p>Musical Symbols:</p> <ul style="list-style-type: none"> • Revisiting dynamics as they appear in more complex pieces. <p>Theory Concepts:</p> <ul style="list-style-type: none"> • Reviewing and extending knowledge of scales (e.g., introducing minor scales) and their application in repertoire.
	Enrichment	<ul style="list-style-type: none"> • Young voices 	<ul style="list-style-type: none"> • Young voices 	<ul style="list-style-type: none"> • Young voices
YEAR 5	Vocal	<p>Knowledge and Musical Skills Introduced</p> <p>Rockschool Grade 2 performance certificate/Trinity Rock and Pop Grade 2</p>	<p>Rockschool Grade 2 performance certificate/Trinity Rock and Pop Grade 2</p>	<p>Rockschool Grade 2 performance certificate/Trinity Rock and Pop Grade 2</p>
		<p>Knowledge and Musical</p> <p>Performance techniques</p> <ul style="list-style-type: none"> • To understand how and why we warm up • To recall and perform accurate warm ups 	<p>Performance techniques</p> <ul style="list-style-type: none"> • To understand how and why we warm up • To recall and perform accurate warm ups 	<p>Performance techniques</p> <ul style="list-style-type: none"> • To understand how and why we warm up • To recall and perform accurate warm ups

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
	Skills revisited	<ul style="list-style-type: none"> To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control. 	<ul style="list-style-type: none"> To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control. 	<ul style="list-style-type: none"> To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control.
Curriculum	Knowledge and Musical Skills Introduced	<p>Chair drumming</p> <ul style="list-style-type: none"> Internalising pulse To create a rhythmic accompaniment to a song To copy and create simple call-and response rhythm patterns To read and perform rhythms accurately and in time using body percussion To recall vocabulary of different tempos in music and apply them accurately To compose rhythmic patterns and perform at different tempos To compose a sequence of four-beat rhythms using minims, crotchets and quavers To perform a rhythmic ostinato To perform instrumental polyrhythms accurately as an ensemble To control dynamics Notate rhythms with quavers and semiquavers. Compose variations on given themes. 	<p>Music for Film</p> <ul style="list-style-type: none"> Understanding film music. Composing and writing a piece of music to build tension to moving image. Key vocabulary for tempo and dynamics. Knowledge of pitch. How to change dynamics over time. Composing 4 beat ostinatos. Writing western musical notation - rhythm and pitch (up to semi-quavers). Writing a graphic score to show changes in dynamics. Specific film music techniques including leitmotifs 	<p>Pop Melody playing on keyboard (Rockschool Grade 1 piano)</p> <ul style="list-style-type: none"> Notation reading - pitch and rhythm. Greater complexity in keyboard skills. 2-part keyboard performance.
	Knowledge and Musical Skills revisited	<p>Chair drumming</p> <ul style="list-style-type: none"> Musical Vocabulary Rhythmic writing Use of rhythm grids 	<p>Music for Film</p> <ul style="list-style-type: none"> Understanding musical story telling Use of storyboards to connote feeling Use of Major and Minor tonalities 	<p>Pop Melody playing on keyboard (Rockschool Grade 1 piano)</p> <ul style="list-style-type: none"> Control of dynamics Solo performance Use of expression

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		<ul style="list-style-type: none"> Control of dynamics Percussion performance. Performing as an ensemble. Following a conductor 		<ul style="list-style-type: none"> Use of phrasing
Woodwind (Recorder)	Knowledge and Musical Skills Introduced	<p>Music Notation Literacy:</p> <ul style="list-style-type: none"> Identifying rhythmic values (e.g., minims, crotchets) and a selection of pitches (notes on the treble clef), and understanding time signatures. <p>Instrument Mechanics:</p> <ul style="list-style-type: none"> Knowing how the recorder produces sound and common causes of undesirable sound (squeaks, breathiness, out-of-tune notes). <p>Recorder Holding Technique:</p> <ul style="list-style-type: none"> Correctly holding the recorder and ensuring relaxed posture. <p>Coordination of Breath and Fingering:</p> <ul style="list-style-type: none"> Learning to synchronize breath with finger movements for smoother transitions between notes. 	<p><i>Building on knowledge introduced in Cycle 1 in addition to:</i></p> <p>Tone Quality Awareness:</p> <ul style="list-style-type: none"> Identifying when the tone is not clear or in tune and knowing corrective measures (e.g., adjusting breath control or finger placement). <p>Breath Control:</p> <ul style="list-style-type: none"> Using the right amount of air pressure to produce a clean, even tone without harshness or breathiness. <p>Embouchure Development:</p> <ul style="list-style-type: none"> Creating a proper seal with the lips while maintaining relaxed facial muscles for better tone production. 	<p><i>Building on knowledge introduced in Cycle 1 and 2 in addition to:</i></p> <p>Musical Symbols:</p> <ul style="list-style-type: none"> Recognizing and interpreting dynamics (e.g., forte, piano), articulation marks (e.g., staccato, legato), and tempo markings. <p>Basic Theory:</p> <ul style="list-style-type: none"> Understanding the differences between a scale and an arpeggio, and their role in recorder repertoire. <p>Musical Form:</p> <ul style="list-style-type: none"> Identifying simple forms in music, such as ABA or theme and variation, within the context of pieces being played. <p>Practice Strategies:</p> <ul style="list-style-type: none"> Understanding the key elements of effective practice (e.g., breaking down pieces, using a metronome, and focusing on challenging passages). <p>Fingering Precision:</p> <ul style="list-style-type: none"> Mastering finger placement for basic notes (C, D, E, F, G, A, B) and improving finger agility for faster passages. <p>Performance Skills:</p> <ul style="list-style-type: none"> Building confidence to perform in front of classmates and larger audiences and managing performance anxiety.

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
				<p>Independent Practice:</p> <ul style="list-style-type: none"> Developing the ability to practice independently and efficiently, applying practice techniques to improve weak areas, and managing time effectively.
	<p>Knowledge and Musical Skills revisited</p>	<p>Reinforcement of Notation Reading:</p> <ul style="list-style-type: none"> Regular practice of sight-reading exercises to solidify understanding of reading musical notation. <p>Finger Dexterity:</p> <ul style="list-style-type: none"> Re-addressing finger agility and precision as students encounter faster passages. 	<p><i>Building on knowledge revisited in Cycle 1 in addition to:</i></p> <p>Piece Selection:</p> <ul style="list-style-type: none"> Revisiting the ability to choose appropriately challenging pieces, encouraging more independence in decision-making. <p>Breath and Tone Control:</p> <ul style="list-style-type: none"> Revisiting breath control as students attempt more complex phrases or dynamic variations, refining embouchure and air pressure. 	<p><i>Building on skills revisited in Cycle 1 and 2 in addition to:</i></p> <p>Musical Symbols:</p> <ul style="list-style-type: none"> Revisiting dynamics and articulation as they appear in more complex pieces, exploring new symbols or instructions. <p>Theory Concepts:</p> <ul style="list-style-type: none"> Reviewing and extending knowledge of scales (e.g., introducing minor scales) and their application in repertoire. <p>Performance Techniques:</p> <ul style="list-style-type: none"> Building on stage confidence, focusing on musical expression, and engaging with the audience during performances. <p>Musical Interpretation:</p> <ul style="list-style-type: none"> Revisiting the skill of interpreting musical symbols and expression marks in order to bring out the character of more challenging pieces.
	Enrichment	<ul style="list-style-type: none"> Young voices DMP Drum club DMP Chamber Choir Recorder Ensemble 	<ul style="list-style-type: none"> Young voices DMP Drum Club DMP Chamber Choir Recorder Ensemble 	<ul style="list-style-type: none"> Young voices DMP Drum Club DMP Chamber Choir Recorder Ensemble
YEAR 6	Vocal	<p>Knowledge and Musical</p> <p>Rockschool Grade 3 performance certificate/Trinity Rock and Pop Grade 3</p>	<p>Rockschool Grade 3 performance certificate/Trinity Rock and Pop Grade 3</p>	<p>Rockschool Grade 3 performance certificate/Trinity Rock and Pop Grade 3</p>

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
	Skills Introduced			
	Knowledge and Musical Skills revisited	<p>Performance techniques</p> <ul style="list-style-type: none"> To understand how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control. 	<p>Performance techniques</p> <ul style="list-style-type: none"> To understand how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control. 	<p>Performance techniques</p> <ul style="list-style-type: none"> To understand how and why we warm up To recall and perform accurate warm ups To vocalise the benefits of warming up To describe types of performances linking to the style of the piece. Vocal technique – practise posture, relaxation, articulation and breath control.
Curriculum	Knowledge and Musical Skills Introduced	<p>12-bar blues</p> <ul style="list-style-type: none"> Identify a 12-bar blues by listening and improvise along with the recording using notes from the relevant blues scale. Arrange melodies for a variety of instruments using echoes and call and response. Improvisation around the blues scale 	<p>Protest songs</p> <ul style="list-style-type: none"> How music can be used to make a positive statement about social issues Lyric writing to connote social issues 	<p>Samba</p> <ul style="list-style-type: none"> Origins of samba music Key instrumental techniques Samba composition Structure of samba pieces
	Knowledge and Musical Skills revisited	<p>12-bar blues</p> <ul style="list-style-type: none"> Western classical notation reading 2 handed piano playing 	<p>Protest songs</p> <ul style="list-style-type: none"> Lyric writing Notating beats to words Use of phrasing Notation to words Use of expression and dynamics 	<p>Samba</p> <ul style="list-style-type: none"> Reading rhythm grids Polyrhythm Layering Rhythmic composition
Woodwind	Knowledge and Musical Skills Introduced	<p>Music Notation Literacy:</p> <ul style="list-style-type: none"> Identifying rhythmic values (e.g., minims, crotchets, quavers) and pitches (notes on the treble clef), and understanding time signatures. <p>Instrument Mechanics:</p>	<p><i>Building on knowledge introduced in Cycle 1 in addition to:</i></p> <p>Piece Selection:</p>	<p><i>Building on knowledge introduced in Cycle 1 and 2 in addition to:</i></p> <p>Musical Symbols:</p>

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		<ul style="list-style-type: none"> Knowing how the recorder produces sound and common causes of undesirable sound (squeaks, breathiness, out-of-tune notes). <p>Recorder Holding Technique:</p> <ul style="list-style-type: none"> Correctly holding the recorder and ensuring relaxed posture. <p>Coordination of Breath and Fingering:</p> <ul style="list-style-type: none"> Learning to synchronize breath with finger movements for smoother transitions between notes. 	<ul style="list-style-type: none"> Building an understanding of difficulty levels in music and being able to select pieces that match the player's current skill set. <p>Tone Quality Awareness:</p> <ul style="list-style-type: none"> Identifying when the tone is not clear or in tune and knowing corrective measures (e.g., adjusting breath control or finger placement). <p>Breath Control:</p> <ul style="list-style-type: none"> Using the right amount of air pressure to produce a clean, even tone without harshness or breathiness. <p>Embouchure Development:</p> <ul style="list-style-type: none"> Creating a proper seal with the lips while maintaining relaxed facial muscles for better tone production. 	<ul style="list-style-type: none"> Recognizing and interpreting dynamics (e.g., forte, piano), articulation marks (e.g., staccato, legato), and tempo markings. <p>Basic Theory:</p> <ul style="list-style-type: none"> Understanding scales (C major, G major) and arpeggios, including their role in recorder repertoire. <p>Musical Form:</p> <ul style="list-style-type: none"> Identifying simple forms in music, such as ABA or theme and variation, within the context of pieces being played. <p>Practice Strategies:</p> <ul style="list-style-type: none"> Understanding the key elements of effective practice (e.g., breaking down pieces, using a metronome, and focusing on challenging passages). <p>Fingering Precision:</p> <ul style="list-style-type: none"> Mastering finger placement for basic notes (C, D, E, F, G, A, B) and improving finger agility for faster passages. <p>Performance Skills:</p> <ul style="list-style-type: none"> Building confidence to perform in front of classmates and larger audiences and managing performance anxiety. <p>Independent Practice:</p> <ul style="list-style-type: none"> Developing the ability to practice independently and efficiently, applying practice techniques to improve weak areas, and managing time effectively.
	Knowledge and Musical	Reinforcement of Notation Reading:	<i>Building on knowledge revisited in Cycle 1 in addition to:</i> Piece Selection:	<i>Building on knowledge revisited in Cycle 1 and 2 in addition to:</i> Musical Symbols:

Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
	Skills revisited	<ul style="list-style-type: none"> Regular practice of sight-reading exercises to solidify understanding of reading musical notation. <p>Finger Dexterity:</p> <ul style="list-style-type: none"> Re-addressing finger agility and precision as students encounter faster passages. 	<ul style="list-style-type: none"> Revisiting the ability to choose appropriately challenging pieces, encouraging more independence in decision-making. <p>Breath and Tone Control:</p> <ul style="list-style-type: none"> Revisiting breath control as students attempt more complex phrases or dynamic variations, refining embouchure and air pressure. 	<ul style="list-style-type: none"> Revisiting dynamics and articulation as they appear in more complex pieces, exploring new symbols or instructions. <p>Theory Concepts:</p> <ul style="list-style-type: none"> Reviewing and extending knowledge of scales (e.g., introducing minor scales) and their application in repertoire. <p>Performance Techniques:</p> <ul style="list-style-type: none"> Building on stage confidence, focusing on musical expression, and engaging with the audience during performances. <p>Musical Interpretation:</p> <ul style="list-style-type: none"> Revisiting the skill of interpreting musical symbols and expression marks to bring out the character of more challenging pieces.
	Enrichment	<ul style="list-style-type: none"> Young Voices DMP Chamber Choir Recorder Ensemble 	<ul style="list-style-type: none"> Young Voices DMP Chamber Choir Recorder Ensemble 	<ul style="list-style-type: none"> Young Voices DMP Chamber Choir Recorder Ensemble

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.