



Our Music Curriculum



***“Dingle Community Primary School,
where every child has a V.O.I.C.E”***





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Key concepts

Through collaboration with subject leaders, specialists (including Dudley Performing Arts) and musical pedagogy, our school community have developed key concepts for each subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding standards in music. They are subject specific and allow children to progressively build skills throughout their Dingle journey. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections and build the schema they need.

Music

Music is taught progressively through the 3 interrelated pillars of: technical, constructive, expressive. To develop these key areas, the curriculum has been structured progressively through each of the following aspects:



Musicianship



Listening



Singing



Composing



Performing

Key concepts (Big Ideas) in MUSIC

The music curriculum is taught progressively through three interrelated pillars:

- **Technical**
 - Competence in controlling sound (instrumental, vocal or with music technology)
 - Use of a communication system, such as staff notation or guitar tab
- **Constructive**
 - Knowledge of the musical elements in **performing, composition and listening**
 - Knowledge of the components of composition
- **Expressive**
 - Musical quality in a performance
 - Musical creativity
 - Knowledge of musical meaning and culture across the world and through time

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

Singing



Pupils develop an understanding of pitch, melody, rhythm and control, individually and as part of a group

Listening



Pupils will explore feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features with increasing skill and confidence

Composing



Pupils will have a range of opportunities to improvise, compose and notate: representing sounds through symbols including standard and non-standard notation. They will apply their knowledge of musical elements and the components of composition to express their ideas.

Performing



Pupils will have a range of opportunities to sing and play instruments, individually and in groups. They will learn the skills and importance of practising, rehearsing, presenting, recording and evaluating their performances.

Musicianship






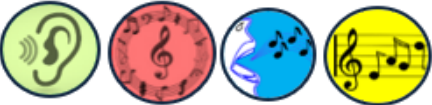




Pupils will learn to understand and use the elements of music such as pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form

Our Curriculum Overview

We are Musicians	Autumn	Spring	Summer
Year 1	Move to the Beat	Exploring Sounds	High or Low
Year 2	Time to Play Exploring Pulse and Rhythmic Patterns	Musical Moods and Pictures	Patterns with Pitch. Exploring pitch and melody.
Year 3	Hear it, Play it! Exploring Rhythmic Patterns	Painting Pictures with Sound	Sing, Play, Notate!
Year 4	Whole Class Guitar Lessons (Dudley Performing Arts)	Musical Contrasts	Melody Builders Exploring Melodies and Song Structures
Year 5	Exploring Rhythmic Layers	Whole Class Guitar Lessons (Dudley Performing Arts)	Song Ingredients Exploring Melody, Harmony and Lyrics
Year 6	We've Got Rhythm: Rhythmic Devices and Structure	Musical Effects and Moods	Celebrating Songs

Our Curriculum Overview

We are Musicians	Autumn	Spring	Summer
<p>Year 1</p> 	<p>Move to the Beat</p>  <p>Children learn to recognise pulse, matching movements to music. They explore percussion instruments and perform simple instrumental accompaniments to familiar songs. They also create simple choreography and learn dance traditions such as African Gumbboot Dancing and Northern Indian Kathak dance.</p>	<p>Exploring Sounds</p>  <p>Children explore how sounds can be produced in different ways using voices and instruments. They will sing simple songs, adding facial expressions and actions to enhance their performance. They will recognise how composers use dynamics, timbre and tempo. They will use song lyrics as a stimulus for composition and will compose short sequences to tell a story. Children will also invent notation to represent sound sequences.</p>	<p>High or Low</p>  <p>Children will learn to identify and describe pitch. They will explore sounds created by voice and different instruments. They will play simple listening games, identifying and copying simple pitch patterns. They will use a variety of tuned and untuned percussion instruments. Children will compose simple sound effects to accompany stories and will compose pitch patterns, representing them using simple graphic notation. They will also prepare songs for a class performance.</p>
<p>Year 2</p> 	<p>Time to Play Exploring Pulse and Rhythmic Patterns</p>  <p>Children can develop ensemble skills through singing a range of songs and musical passing games. They will learn to recognise the difference between pulse and rhythm. Children will investigate different ways to play rhythms by varying instrumental timbre and dynamics. They will play a rhythmic accompaniment to a song or poem and will create simple four-beat rhythms and represent these using graphic notation.</p>	<p>Musical Moods and Pictures</p>  <p>Children will learn how songs and music can communicate different emotions. They will investigate how to express a mood of the song through facial expressions and changing voice. They will work as a class and in small groups to compose and improvise music on the theme of weather. Children will explore instruments and voices, using songs to create a basic soundscape.</p>	<p>Patterns with Pitch. Exploring pitch and melody.</p>  <p>Children will describe pitch and timbre of instruments. They play musical games, using movement to describe the direction of the pitch. Children will sing songs, developing pitch matching skills and will perform them with actions and movement. They will follow graphic notations such as vocal story maps and pipe cleaner notation. They will learn to play simple melodies and accompaniments using tuned percussion. They will prepare songs and music for a class performance.</p>



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Year 3



Hear it, Play it! Exploring Rhythmic Patterns



Children identify and play rhythms using body percussion, instruments or other sound makers. Perform call and response songs and compose their own question and answer phrases. They will develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem. Children will sing songs influenced by different musical styles and will listen out for simple stylistic features in music. They compose simple rhythmic patterns and represent them using graphic notation.

Painting Pictures with Sound



Children learn to identify and describe the dimensions that make up music. They perform instrumental accompaniments, selecting suitable timbres to suit the style of a song. They create music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere. Children will compose music inspired by stories or settings. They will create and organise music with layers of texture and represent them using graphic notations.

Sing, Play, Notate!



Children learn to identify and describe pitch in simple melodies. They use their voices creatively, creating soundscapes, singing independently and as part of a group. They learn to represent melodies from songs, using dot notation and graphic representations. Children also explore pentatonic scales, singing songs and composing or improvising simple melodies. They prepare music for a performance and listen and compare versions of music, understanding the elements that shape a performance.

Year 4



Whole Class Guitar Lessons



Specialist Guitar teaching by Dudley Performing Arts. (Whole class lessons) Please see separate curriculum documentation.

Musical Contrasts



Children explore instrumental timbres and explore the orchestral families (string, brass, woodwind and percussion). They identify changes in tonality and develop a recognition of major and minor chords. Children follow and lead performance directions, controlling instruments and voices. They learn how to create musical contrasts by varying pitch, tempo, articulation and dynamics. Children compose music in a given structure such as AB or Rondo form or by exploring musical motifs.

Melody Builders Exploring Melodies and Song Structures



Children learn to describe and to internalise pitch. They develop the improvisation skills, creating melodies with a small note range. They compose melodies and record using graphic and letter notation. Children explore and recognise the structure of songs and music. They compose lyrics and create a simple musical arrangement for a class performance.



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Year 5



Exploring Rhythmic Layers



Children develop their understanding of rhythm and rhythmic notation. They explore time signatures, learning to feel the difference between three and four beats in a bar. They listen to a range of music, exploring folk traditions such as Morris and Basque Dance. Children develop ensemble skills and learn to play rhythms expressively, selecting suitable timbre and dynamics. They learn how composers create interesting textures by combining layers of musical sound. Children perform songs and accompany them with polyrhythmic texture. They represent multilayered textures using informal notation such as rhythm grids.

Whole Class Guitar Lessons



Specialist Guitar teaching by Dudley Performing Arts. (Whole class lessons) Please see separate curriculum documentation.

Song Ingredients Exploring Melody, Harmony and Lyrics



Children learn about key ingredients in songs (rhythm, melody, harmony and lyrics). They learn rounds and part songs such as 'school is nearly over'. Children identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present. They develop their understanding of intervals, scales and chords and learn to notate pitches using staff and letter notation. Children play together as an ensemble and accompany song melodies using chords, drones or basslines. They learn how songs can reflect the time and place in which they were written and may be sung to mark a social or a cultural occasion. Children then have the choice of composing a school jingle or writing a song to celebrate our school community.



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Year 6



We've Got Rhythm: Rhythmic Devices and Structure



Children explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. They 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. Children listen to rhythms from around the world and learn to play polyrhythms and create different polyrhythm textures. They compose in a rhythmic structure, choosing between writing a short rap, choreographing a routine with cups or creating a 16 beat (four bar) body percussion break to accompany the song 'fiesta!'

Musical Effects and Moods



Children get creative with vocal and instrumental sounds, developing improvisation skills. They learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. They learn about intervals through simple tuned percussion activities and explore how consonant and dissonant sounds in harmony can create moods and atmosphere. Children learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer John Williams. They learn about key features of musical theatre and work in small groups to explore ways to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement. They explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or musical roller coaster ride and represent them using a combination of graphic and standard notations.

Celebrating Songs



Children develop their knowledge of song ingredients. They learn how composers use inter-related dimensions to communicate the message of a song, as well as identifying structural features such as verse, chorus and bridge. Children identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. They compose and notate simple melodies, play as an ensemble and learn to play chord progressions and bass lines to accompany songs. Children 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. They compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.



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Our Dingle Values

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V – be Valued for who we are

O – have Opportunities to grow, thrive and make a difference

I – Feel Included with a sense of belonging

C – Care for and be part of our community.

E – have high Expectations of ourself and others

“A child who feels heard becomes a child who dares to dream”



We show **inclusivity** and value all cultures and enjoy listening to different musicians and pieces of music from around the world. We are **compassionate** towards the views of our classmates and enjoy sharing our opinions and our talents in a positive, encouraging way. We enjoy learning about famous musicians who have been **ambitious** and encountered challenges, showing **resilience**.

We are **resilient**, especially when learning a new skill/instrument. We relish hard work and learn from our mistakes.

We aim **high** in every lesson and enjoy challenging ourselves in our learning.



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We are incredibly proud to be working towards our Rights Respecting Schools award.

Rights are becoming an essential part of our curriculum and articles are therefore referenced in all our subjects.



British Values are an integral part of our curriculum, and we purposefully plan many opportunities to help our children understand and celebrate life in modern Britain.



Democracy



Rule of Law



Individual Liberty



Respect & Tolerance

Sustainability and caring for our world is another area of significance to our curriculum. We therefore ensure the Global Goals for Sustainable Development are also considered and shared with our pupils.



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**Vocabulary and
our Musician of
the Month**



**Our Intent
Documentation**

**Our Enrichment
activities**



**Please visit our
Music
Curriculum
webpage to find
more information.**

**Examples of
our
classwork**



**Progression
in our key
concepts**



**How we support
SEND in Music**



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