

# Music Curriculum

The Music curriculum at The Duston School intends to inspire creativity, self-expression and encourages our children on their musical journey. We hope to foster a lifelong love of Music by exposing children to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will become confident, reflective musicians.

The Primary Knowledge Curriculum is used to plan The Duston School Music curriculum. The curriculum is well sequenced (eg. Beat and Pulse are revisited and built upon during each academic year) and the knowledge taught is valued and specified (eg. A diverse range of musicians and genres are taught). Knowledge is taught to be remembered through retrieval practice and prior knowledge being revisited. Substantive and disciplinary knowledge are intertwined and revisited to ensure that children have a firm understanding of key concepts.

This curriculum, which is informed by the Model Music Curriculum (MMC) (2021), develops musical knowledge within this conceptual framework. Musical knowledge is gained through experience which is developed through singing, listening, composing (including improvising) and performing.

Weekly singing assemblies are held and a range of songs and compositions practised and enjoyed by all. A different musician is introduced each week and their genre and culture discussed. Musician of the Month is covered each month with children learning about the musician and their music. There are opportunities to listen to a range of the musician's music throughout that month. NMPAT and Rock Steady provide peripatetic lessons on a range of instruments for individual children and the music access scheme is used to teach a musical instrument to a whole year group for term in lower key stage two.

| Curriculum Map and Key Knowledge Goals |                                                                                                                         |                                                                                                                            |                                                                                                                                               |                                                                                                                          |                                                                                                                                         |                                                                                                                       |
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| EYFS                                   |                                                                                                                         |                                                                                                                            |                                                                                                                                               |                                                                                                                          |                                                                                                                                         |                                                                                                                       |
|                                        | Autumn 1                                                                                                                | Autumn 2                                                                                                                   | Spring 1                                                                                                                                      | Spring 2                                                                                                                 | Summer 1                                                                                                                                | Summer 2                                                                                                              |
| EYFS                                   | <b>Me!</b><br>Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and Glockenspiels.         | <b>My Stories</b><br>Copy-clap the rhythm of song phrases. Explore high and low pitch. Invent a pattern to go with a song. | <b>Everyone!</b><br>If You're Happy And You Know It. Use the starting note to explore melodic patterns.                                       | <b>Our World</b><br>Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images. | <b>Big Bear Funk</b><br>Copy-clap 3 or 4 word phrases. Enjoy playing patterns using a combination of any of the three notes C, D and E. | <b>Reflect, Rewind &amp; Replay</b><br>Consolidate learning and contextualise the history of music.                   |
| Key Stage 1                            |                                                                                                                         |                                                                                                                            |                                                                                                                                               |                                                                                                                          |                                                                                                                                         |                                                                                                                       |
|                                        | Autumn 1                                                                                                                | Autumn 2                                                                                                                   | Spring 1                                                                                                                                      | Spring 2                                                                                                                 | Summer 1                                                                                                                                | Summer 2                                                                                                              |
| Year 1                                 | <b>Marching Music</b><br>A steady beat. The difference between a beat/pulse and a rhythm. Mozart - Rondo alla Turca.    | <b>Samba</b><br>Samba is a kind of music and dance. Percussion is tapped or struck. Fanfarra                               | <b>Animals in Music</b><br>Representation and symbols. Fast and slow rhythms. Carnival of the Animals.                                        | <b>Ostinato I</b><br>Rhythmic ostinato. Layering rhythmic patterns. Untuned percussion.                                  | <b>What Can You Hear?</b><br>Different ways of making sound. Imitating sounds we can hear. Flight of the Bumble Bee.                    | <b>Stories in Sound 1</b><br>Form-creating feeling. Using speed and articulation. The Sorcerer's Apprentice.          |
|                                        | Autumn 1                                                                                                                | Autumn 2                                                                                                                   | Spring 1                                                                                                                                      | Spring 2                                                                                                                 | Summer 1                                                                                                                                | Summer 2                                                                                                              |
| Year 2                                 | <b>Ostinato II</b><br>Pulse, beat and tempo. Grouping beats in 2s or 3s. Accelerating and deceleration. Ravel – Balero. | <b>Beat Music</b><br>Pulse, beat, metre and tempo. Grouping beats in 4s. Structure and form texture. Beatles – Help!       | <b>Peter and the Wolf</b><br>Using major triad to create pitch patterns. Dot notation to show pitch patterns. Prokofiev – Peter and the Wolf. | <b>Gamelan</b><br>Melody based on a 5 or 7 note scale. Contrast of loud and quiet. Jipang Walik – Gamelan of Java.       | <b>Emotions of Sound</b><br>Layering sound – singing in rounds. Notations to show ta, ti and rests. Anna Clyne – Night Ferry            | <b>Lullabies</b><br>Singing in parts and harmony. Jazz and different cultures. Articulation – Legato Brahms - Lullaby |

|                       | Lower Key Stage 2                                                                                                                                                |                                                                                                                                                                                        |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | Autumn 1                                                                                                                                                         | Autumn 2                                                                                                                                                                               | Spring 1                                                                                                                                                       | Spring 2                                                                                                                                              | Summer 1                                                                                                                                                                | Summer 2                                                                                                                                                                 |
| Year 3                | <b>Off Beat</b><br>Pulse/beat – Off-beat.<br>Grouping beats in 4s.<br>Notation to show crotchets, paired quavers and minims.<br>Elvis – Hound Dog.               | <b>Pachelbel's Canon</b><br>Ostinato baseline.<br>Using letters A-G for a musical scale.<br>Pachelbel's Canon.                                                                         | <b>Vivaldi's Winter</b><br>Music which uses motifs to describe a scene, event or emotion.<br>Tonality – Character using major/minor.<br>Vivaldi – Four Seasons | <b>Sounds of the Sea</b><br>Changes in dynamics/tempo to create change in mood.<br>Rondo form.<br>Britten – Sea Interludes.                           | <b>Stories in Sound II</b><br>Reading stick notation to show crotchets, quavers, minims and rests.<br>Tone poem.<br>Mussorgsky – Night on the Bare Mountain.            | <b>Indian Classical Music</b><br>Rag (melodic) – Tai (rhythmic).<br>Improvisation, drone, metre and rhythm.<br>Kishori Amonkar – Sahela Re                               |
|                       | Autumn 1                                                                                                                                                         | Autumn 2                                                                                                                                                                               | Spring 1                                                                                                                                                       | Spring 2                                                                                                                                              | Summer 1                                                                                                                                                                | Summer 2                                                                                                                                                                 |
| Year 4                | <b>Working Songs</b><br>Songs with calls and responses.<br>Metre- identifying pulse and metre in common time.<br>Sea Shanties – Leave Her Johnny.                | <b>Take the 'A' Train</b><br>4/4 off-beat and swing rhythms.<br>Improvisation and scat.<br>Paired quavers, minims and rests.<br>Take the 'A' Train – Billy Stayhorn.                   | <b>Beethoven's 5th</b><br>Symphony in four movements.<br>Unison and layered texture.<br>Tonality – pitch in minor scale.<br>Beethoven – Symphony No. 5         | <b>Solo</b><br>Visual images for inspiration.<br>Texture and harmony – chords and arpeggios.<br>Beethoven – Moonlight Sonata.                         | <b>Stories in Sound III</b><br>Bassline and rhythmic ostinato.<br>Rhythm – dotted rhythm, Dynamics – crescendo.<br>Holst – Mars.                                        | <b>Announcing an Entrance</b><br>Using triads to create a melody.<br>Rhythm metre – crotchets: 4/4 rhythmic imitation.<br>Rossini – William Tell Overture.               |
|                       | Upper Key Stage 2                                                                                                                                                |                                                                                                                                                                                        |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
|                       | Autumn 1                                                                                                                                                         | Autumn 2                                                                                                                                                                               | Spring 1                                                                                                                                                       | Spring 2                                                                                                                                              | Summer 1                                                                                                                                                                | Summer 2                                                                                                                                                                 |
| Year 5                | <b>The Lark Ascending</b><br>Timbre – how instruments create sounds.<br>Use pentatonic scale.<br>Vaughn Williams – The Lark Ascending.                           | <b>This Little Babe</b><br>Pitch –treble voices.<br>Dot notation on stave in treble clef showing do-la range.<br>Britten – Ceremony of Carols.                                         | <b>Jin-Go-La-Ba</b><br>Layering of repetitive rhythmic patterns.<br>Chanting and syncopation.<br>Fat Boy Slim—Jin-Go-La-Ba.                                    | <b>Beethoven's Eroica</b><br>Theme based on a triad.<br>Compose a melody in 3/4 using the rhythm of Beethoven's opening motif.                        | <b>African American Spirituals</b><br>Structure and Form—call and response.<br>Swing Low Sweet Chariot, Go Down Moses.                                                  | <b>English Folk Songs</b><br>Texture—singing a cappella, singing in unison.<br>Harmony built on triads.<br>Hopping Down in Kent (Louie Fuller),                          |
|                       | Autumn 1                                                                                                                                                         | Autumn 2                                                                                                                                                                               | Spring 1                                                                                                                                                       | Spring 2                                                                                                                                              | Summer 1                                                                                                                                                                | Summer 2                                                                                                                                                                 |
| Year 6                | <b>Voice and Body Percussion</b><br>Time signatures of 4/4, contrasting tempi (adagio and allegro).<br>Formalise into a composition.<br>Anna Meredith—Connect It | <b>The Hallelujah Chorus</b><br>Tonality—mood of major and minor tonalities.<br>Layering motifs to create texture.<br>Handel—Hallelujah Chorus from 'Messiah'                          | <b>Blues and the Groove</b><br>Harmony, Rhythm and Structure/Form—chord progression for the 12 bar blues over 12 bars of 4/4 time.<br>Ma Rainey—Runaway Blues. | <b>Minimalism and Soundscapes</b><br>Minimalist piece of repeated rhythms and motifs.<br>Employ variation in dynamics.<br>Chris Watson – Vatnajoskull | <b>Rock, Pop and the Influence of the Blues.</b><br>Chord progressions for the 12 bar blues (chord I, IV, and V over 12 bars of 4/4 time).<br>Beatles—Can't Buy Me Love | <b>Protest Songs</b><br>Songs as an expression of a need for social change.<br>Rhythm and Metre—time signature 4/4; off beat; downbeat.<br>Pete Seager—We Shall Overcome |
| Musician of the Month |                                                                                                                                                                  |                                                                                                                                                                                        |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| Month                 | Musician                                                                                                                                                         | Information                                                                                                                                                                            |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| September             | Sigur Ros                                                                                                                                                        | Lead singer has been blind in his right eye from birth.                                                                                                                                |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| October               | Clara Schumann                                                                                                                                                   | Many challenges in life - ill husband and children. Became deaf in later life and often needed a wheelchair.                                                                           |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| November              | Ladysmith Black Mambazo                                                                                                                                          | Overcoming cultural barriers and spreading their music around the world despite facing discrimination and prejudice.                                                                   |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| December              | Elton John                                                                                                                                                       | Overcome addiction                                                                                                                                                                     |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| January               | Ethel Smyth                                                                                                                                                      | Smyth tended to be marginalised as a "woman composer" as though her work could not be accepted as mainstream. Involved in suffragette movement.                                        |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| February              | Stevie Wonder                                                                                                                                                    | Blind                                                                                                                                                                                  |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| March                 | Joni Mitchell                                                                                                                                                    | Had polio as a child which left her with a weakened hand. Multiple health struggles as an adult including a brain aneurysm in recent years and having to learn to walk and talk again. |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| April                 | Beethoven                                                                                                                                                        | Deaf                                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| May                   | Nina Simone                                                                                                                                                      | Faced racism and discrimination, mental health difficulties, poverty                                                                                                                   |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| June                  | Blur                                                                                                                                                             | Britpop                                                                                                                                                                                |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |
| July                  | Destiny's Child                                                                                                                                                  | Many line-up changes                                                                                                                                                                   |                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                         |                                                                                                                                                                          |