

## Intent

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 which is gained through experience which is developed through singing, listening, composing (including improvising) and performing.

Each unit has a musical focus, such as pulse, rhythm, tempo, pitch, timbre, dynamics, form/structure, texture or harmony or a combination of these. These are sometimes called the dimensions of music. Experience of, understanding and use of these elements build gradually throughout the curriculum. For example, in year one children begin to understand pulse by marching. By the time they reach year 6 they have progressed to learn the difference between simple and compound metre.

Children are also exposed to different pieces and genres of music as each unit has a musical focus. The foci are chosen carefully and may compliment the Primary Knowledge Curriculum in other subjects eg. in year 5 children learn about Nigerian drumming at the same time as learning about art from the same region.

## Implementation

Music is taught as a discrete subject on a weekly basis in all year groups from EYFS through to year 6, using the PKC Music curriculum as a basis for teacher's planning. Detailed unit plans are provided which support teachers with their subject knowledge, sequences learning progressively and cover the National Curriculum for Music.

Weekly, whole school, 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 (see below) 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.

All children have the opportunity to perform to an audience when they give their year group concerts. These are planned carefully and rehearsed over time to ensure a high-quality performance ready for an audience to enjoy.

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 class for one term in lower key stage two.

Effective assessment for learning is used throughout lessons, teachers assess/monitor pupil responses and provide effective feedback.

## Curriculum Map and Key Knowledge Goals

Curriculum Map and Key Knowledge Goals						
EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Me!</b> 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and Glockenspiels.	<b>My Stories</b> Not Too Difficult The ABC Song Find the pulse as one of the Characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high and low pitch in context. Invent a pattern to go with a song using one note.	<b>Everyone!</b> If You're Happy And You Know It Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high and low pitch in the context of the songs. Use the starting note to explore melodic patterns using one or two notes.	<b>Our World</b> Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two notes.	<b>Big Bear Funk</b> Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.	<b>Reflect, Rewind &amp; Replay</b> Consolidate learning and contextualise the history of music.
	<a href="#">Key vocabulary</a> <a href="#">high low sound</a> <a href="#">rhythm copy</a> <a href="#">pulse song</a>	<a href="#">Key vocabulary</a> <a href="#">Song copy</a> <a href="#">clap phrases</a> <a href="#">high low pitch</a> <a href="#">explore invent</a> <a href="#">pattern note</a>	<a href="#">Key vocabulary</a> <a href="#">Invent pulse</a> <a href="#">copy clap</a> <a href="#">rhythm songs</a> <a href="#">explore high</a> <a href="#">low pitch</a> <a href="#">starting note</a> <a href="#">melodic</a> <a href="#">patterns one or</a> <a href="#">two notes</a>	<a href="#">Key vocabulary</a> <a href="#">Pulse ideas</a> <a href="#">copy clap</a> <a href="#">rhythm phrases</a> <a href="#">explore high</a> <a href="#">low pitch</a> <a href="#">starting note</a> <a href="#">patterns one or</a> <a href="#">two notes</a>	<a href="#">Key vocabulary</a> <a href="#">Pulse copy</a> <a href="#">clap phrases</a> <a href="#">beat pitched</a> <a href="#">note rhythm</a> <a href="#">patterns three</a> <a href="#">notes G D E</a>	<a href="#">Key vocabulary</a> <a href="#">Pulse copy clap</a> <a href="#">phrases beat</a> <a href="#">pitched note</a> <a href="#">rhythm patterns</a> <a href="#">three notes G D</a> <a href="#">E</a>
Key Stage 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Marching Music</b> Understand what a beat/pulse is in music Recognise and keep a steady beat Understand the different between a beat/pulse and a rhythm Know that Mozart wrote Rondo alla Turca for the piano	<b>Samba</b> Know samba is a kind of music and dancing from Brazil Know that percussion that you tap or strike Understand that the beat/pulse is like the steady heartbeat of music Understand a rhythm is like a pattern in sound Know that music can have sections, like parts of a story.	<b>Exploring Sounds</b> Demonstrate good singing posture. Sing songs from memory. Understand the meaning of a song.	<b>Learning to Listen</b> Treat instruments with respect. Create musical ideas using given notes. Follow a steady beat and stay in time. Use rhythm and pitch to improvise over a steady pulse.	<b>Having Fun with Improvisation</b> Compose a melodic line with direction. Explore pitch and rhythm when composing. Evaluate their simple composition. Recognise signs and symbols that equate to the note.	<b>Let's Perform Together</b> Rehearse and then perform a song to an audience from memory. Evaluate their performance. Explain how music and songs have a social theme.

	<a href="#">Key vocabulary</a> composer piano perform march pulse beat evaluate pulsebeat speed feel rhythm body compose percussion imagination	<a href="#">Key vocabulary</a> Beat apito pulse call samba Brazil percussion carnival conversation whistle rhythm imitate response	<a href="#">Key vocabulary</a> Sing, rhythm orchestral melody long short high low five beats bar pulse pitch tempo dynamics timbre texture structure	<a href="#">Key vocabulary</a> Beat pulse listen copy repeat rhythm melody long short high low pitch pulse pitch tempo dynamics timbre texture structure	<a href="#">Key vocabulary</a> Compose melodic pitch rhythm evaluate sign symbol note beat score	<a href="#">Key vocabulary</a> Rehearse perform audience following improvising pulse rhythm tempo timbre dynamics
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 2</b>	<b>Pulse, Rhythm and Pitch</b> Understand that rhythm is a pattern. Create rhythmic and melodic patterns. Follow the conductor. Create rhythms using word phrases. Recognise long and short sounds.	<b>Playing in an Orchestra</b> Keep a steady beat internally. Describe thoughts and feeling music provokes. Express opinions about music. Identify fast and slow tempo. Understand that there are different styles of music.	<b>Inventing a Musical Story</b> Recognise themes within music. Recognise the tempo within a piece of music. Describe differences in tempo and dynamics. Recognise some instrumental pieces.	<b>Recognising Different Sounds</b> Demonstrate and maintain good posture when singing. Sings with fluency and accuracy. Sings as part of a group or in unison. Memorises songs in preparation for performance.	<b>Exploring Improvisation</b> Play tuned and untuned percussion instruments to perform. Perform as part of a group, keeping time with a steady beat. Recall musical sequences to build ideas around a given note.	<b>Our Big Concert</b> Compose a melodic line with direction. Use musical symbols to compose simple pieces. Compose simple rhythms using basic stick notation. Create simple melody using crotchets and minims.
	<a href="#">Key Vocabulary</a> Steady beat copy improvisation rhythm pattern melodic conductor phrases long short high percussion low	<a href="#">Key Vocabulary</a> Listen respond musical styles historical musicians pulse rhythm pitch tempo opinion beat	<a href="#">Key Vocabulary</a> Steady beat copy improvisation rhythm pattern melodic conductor phrases long short high percussion low	<a href="#">Key Vocabulary</a> Singing rapping movement pulse pitch rhythm pitch tempo posture lead unison group fluency accuracy conductor	<a href="#">Key Vocabulary</a> Tuned untuned beat recall note pulse percussion improvise compose respect pulse rhythm tempo	<a href="#">Key Vocabulary</a> Compose melody line direction symbol rhythm stick notation crotchet minim

	<b>Lower Key Stage 2</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<b>Writing Music Down</b> Understand formal notation, linking sounds to symbols. Play and sing in the time signatures 2/4, 3/4 and 4/4. Recognise minims, crotchets, quavers and their rests. Identify the name of some pitched notes on a stave.	<b>Playing in a Band</b> Identify if a song is major or minor. Internalise, keep and move in time with a steady beat 4/4, 3/4 and 2/4 time. Recognise long and short sounds and match them to syllables and movements.	<b>Compose Using Your Imagination</b> Identify and describe feelings music evokes. Discuss the style of the music. Recognise band and orchestral instruments. Recognise where the music fits into the world.	<b>More Musical Styles</b> Demonstrate good singing posture. Sing with attention to clear diction. Sing with expression and attention to breathing and phrasing. Sing with attention to the meaning of the words.	<b>Enjoying Improvisation</b> Play a part on a tuned instrument. Play the right notes with secure rhythms. Play in unison while keeping the beat. Play their instrument with good posture and technique.	<b>Opening Night</b> Compose over a simple chord progression. Compose song accompaniments on tuned and untuned percussion. Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests.

	<a href="#">Key Vocabulary</a> Beat notation symbols staves lines spaces clefs crotchets minims paired quavers rests	<a href="#">Key Vocabulary</a> Major minor internalise time beat symbol syllables notation pulse rhythm	<a href="#">Key Vocabulary</a> Musical historical world style identity feeling instruments compare contrast similar	<a href="#">Key Vocabulary</a> Posture attention diction expression breathing meaning timing unison	<a href="#">Key Vocabulary</a> Tuned untuned notation by ear rhythms beat posture technique direction formal accuracy perform	<a href="#">Key Vocabulary</a> Compose chord progression groove drone composition home note melody tempo dynamics
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 4</b>	<b>Musical Structures</b> Link sounds to symbols. <i>Begin learning about musical theory.</i> <i>Play and sing in the time signatures 2/4, 3/4 and 4/4.</i> Recognise minims, crotchets, quavers and their rests.	<b>Exploring Feelings when you Play</b> Understand why a piece of music was written. Identify tempo as fast, slow or steady. Recognise the notes of the pentatonic scale. Identify major and minor tonalities.	<b>Compose with your Friends</b> To know where Ancient Rome originated from To understand that Rome started as an absolute monarchy and became a republic To	<b>Feelings Through Music</b> Demonstrate vowel sounds, blended sounds and consonants. Sing on pitch and in time. Sing expressively, with attention to breathing and phrasing.	<b>Expression and Improvisation</b> Play a melodic instrumental part. Play the right notes with secure rhythms. Play together while keeping a beat. Play an instrument with good posture and technique.	<b>The Show Must Go On</b> Compose over a simple chord progression. Use simple dynamics. Create a tempo instruction. Use a pentatonic scale. Perform a simple composition using own choice of notes.
	<a href="#">Key Vocabulary</a> Symbols staves lines and spaces clefs crotchets minims paired quavers rests signatures syllables melodic long short	<a href="#">Key Vocabulary</a> Beat steady fast slow tempo style structure theme musical introduction major minor tonalities pentatonic scale legato staccato	<a href="#">Key Vocabulary</a> Beat notation symbols staves lines spaces clefs crotchets minims paired quavers rests	<a href="#">Key Vocabulary</a> Notation time signatures choir texture pitch time expression breathing phrasing staccato legato styles	<a href="#">Key Vocabulary</a> Instrumental melodic notation major minor rhythms perform beat musical instruction posture technique	<a href="#">Key Vocabulary</a> Compose chord progression dynamics tempo pentatonic scale perform notes melody
	<b>Upper Key Stage 2</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 5</b>	<b>Melody and Harmony in Music</b> Identify 2/4, 3/4, 6/8 and 5/4 metre. Copy rhythmic patterns made by notation. Identify major and minor tonalities. Recognise the notes of the pentatonic and Blues scales.	<b>Sing and Play in Different Styles</b> Justify personal opinion with reference to musical elements. Discuss structure of music with reference to verse, chorus, bridge, repeat signs and final chorus. Sing in 2/4, 3/4, 4/4 and 6/8 time.	<b>Composing and Chords</b> Follow staff notation written on one stave within the middle C_C range. Play the right notes with secure rhythm. Play an instrument with good posture.	<b>Enjoying Musical Styles</b> To know that the Transatlantic Slave Trade transported millions of enslaved Africans to the Americas. To understand the conditions faced by slaves. To know that the	<b>Freedom to Improvise</b> Use structures within compositions. Use simple dynamics and tempo. Compose using a variety of rhythms. Compose using full, one-octave scales in selected major and minor scales.	<b>Battle of the Bands</b> Perform as part of a mixed ensemble. Compose a structured melody to perform. Discuss musically the strengths and weaknesses of a performance. Explain why a song was chosen and in what context.

	<u>Key Vocabulary</u> Symbols staves dotted minims minim dotted crotchets crotchet dotted quavers spaces clefs rest semiquavers	<u>Key Vocabulary</u> Pitch in time self-correct breathing phrasing dynamics articulation complex time phrasing conductor	<u>Key Vocabulary</u> Stave beat notation range melody octave rehearse perform posture rhythms ensemble soloist major minor pianissimo mezzo forte fortissimo	<u>Key Vocabulary</u> Symbols staves lines and spaces clefs crotchets minims paired quavers rests signatures syllables melodic long short	<u>Key Vocabulary</u> Compose improvise combine scales dynamics tempo rhythms notes rest	<u>Key Vocabulary</u> Performance audience ensemble context accuracy compare evaluate instrumental notation repertoire acoustic
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 6</b>	<b>Music and Technology</b> Understand and respond to music in simple and complex time signatures. Copy back complex rhythmic patterns including triplets, dotted notes and semiquavers. Identify 2/4, 4/4, 3/4, 6/8 and 5/4.	<b>Developing Ensemble Skills</b> Sing songs with complex and syncopated rhythms. Sing in unison and in up to three parts sing a cappella or with accompaniment Play the correct notes with secure rhythm. Play a complex part.	<b>Creative Composition</b> Explain the role of main theme in a musical structure. Understand what a musical introduction and outro are. Compose and perform an eight to 16-bar melodic phrase. Compose a ternary form piece.	<b>Musical Styles Connect Us</b> Justify a person opinion with reference to the musical elements. Identify instruments by ear. Discuss the structure of music. Explain the bridge passage and an instrumental break.	<b>Improvising with Confidence</b> Improvise over more complex rhythms. Improvise sections of music which include structured phrases and improvised melodic shape. Improvise using a wider range of dynamics.	<b>Farewell Tour</b> Perform as part of a whole class. Understand the value of choreography. Compare and evaluate performances. Collect and reflect on feedback.
	<u>Key Vocabulary</u> Time signature stimuli rhythmic patterns triplet dotted notes semiquavers crotchets quavers timbres bridge passage	<u>Key Vocabulary</u> Notation syncopated phrasing posture breath control unison ensemble soloist complex technique	<u>Key Vocabulary</u> Compose pentatonic notated score ternary contrasts chords crotchets quavers minims	<u>Key Vocabulary</u> Opinion elements vocabulary memorable by ear bridge passage	<u>Key Vocabulary</u> Improvise complex rhythms structured phrases melodic shape dynamics pianissimo mezzo piano forte fortissimo	<u>Key Vocabulary</u> Performance choreography compare evaluate feedback ensemble acoustic notation

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

## Impact

The impact of our Music curriculum at The Duston school will be evident by seeing children engaged and excited by their Music learning. Music will have a high profile and children will be able to discuss Music knowledgeably. Progress will be shown by children accessing the music curriculum which will enable them to meet the expectations of the National Curriculum. The skills that they are taught will equip them to appreciate Music throughout their lives and show respect for a range of Music from a variety of genres across a variety of generations and cultures. Children will enjoy performing in a range of concerts and do so with confidence and enthusiasm.

## Values

Children demonstrate the Primary Phase values of Care, Challenge and Succeed throughout their Music learning.



### Care:

Care is shown in the way that children show respect and tolerance towards the vast array of different musical styles and genres they learn about from around the world. They listen with care to each other's views and when sharing their own thoughts on what they hear. Children demonstrate care in their Music lessons by treating musical instruments with care and understand that they have to use them safely. Our Music curriculum includes a range of Music from different cultures so that children extend their view of the world and it mirrors their own cultures too. Units which include Music from around the world include: Year 1 Samba, Year 2 Indonesian Gamelan, Year 3 Indian Classical Music and Year 5 West African Drumming and African-American Spiritual. Children learn about significant people who have, themselves, faced challenge and overcome these to bring their music to the world e.g. Sigur Ros, Clara Schumann, Elton John, Ethel Smyth, Stevie Wonder, Beethoven and Nina Simone.



### Challenge:

Children are taught to learn challenging new knowledge, concepts and skills throughout the Music curriculum. Higher order vocabulary is learnt in Music lessons and children are encouraged to use these new words in context when discussing new learning. They also learn about Music that challenges their thinking and promotes cultural capital. E.g. Year 1 Mozart and Holst, Year 2 Ravel and Brahms, Year 3 Vivaldi and Britten, Year 4 Louis Armstrong and Rossini, Year 5 Vaughan Williams and Beethoven and Year 6 Herbie Hancock and Bob Dylan. All children, whilst in Year 3, are challenged to learn a Musical instrument for a term. Instruments learnt have included a brass instrument and the ukulele. Children also learn to play the recorder and glockenspiel as part of the curriculum.



### Succeed:

Children have opportunities to succeed in all their Music learning. Scaffolds are put into place to support less confident musicians and encouragement ensures that all children perform final pieces within Music units. All children's Music is appreciated and shared in a supportive way within the class and their 'Best Work' is performed to the class. Children that participate in NMPAT and Rocksteady music lessons have the opportunity to perform to the rest of the school in recitals and concerts and a number of children receive house points in the weekly singing assembly for their beautiful singing and enthusiasm.