

Victoria Dock Primary School

Music Curriculum Overview



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The Curriculum – Our Approach

Victoria Dock Curriculum – Ambition for All

At Victoria Dock Primary School, we celebrate our rich, multicultural school community through a purposeful and progressive curriculum. Throughout their school journey, our children experience drivers of



Our curriculum is designed to provide a broad and balanced education that meets the needs of each and every one of our pupils. The children are provided with a breadth of learning opportunities, which encourage them to explore and exercise their creativity by growing and developing into enthusiastic and highly motivated learners.

At Victoria Dock Primary School, we acknowledge the importance of developing the whole child instead of solely preparing for academic success. Our curriculum offers excellent opportunities for each child to explore and exercise their passions for sport, music, acting, artistic flair, business and enterprise and much more. These activities are shared regularly with parents, carers and visitors through performances, workshops, exhibitions and assemblies. We consider our local community to be of paramount importance. We believe it is invaluable to educate the children about the area in which they live and learn and to build a sense of pride in our local community.

In addition, we offer the opportunity for children to make a highly influential and tangible contribution to the daily life of the school and the wider community through involvement in our School Council or our Buddy Teams.

Victoria Dock Primary School

Curriculum Drivers

Aspiration

- * Use prior knowledge as a springboard for new learning
 - * Resilience and perseverance
- * Listen and learn from others
 - * Leadership skills
- * Appreciate and use local knowledge
- * Recognise success for all



Collaboration

- * Everyone's contribution has value and worth
 - * Build and maintain healthy relationships with others
- * Encourage respect and the opinion of others
- * Confidence in our own voices
- * Leadership and group work



Community

- * Understand and accept differences
 - * Tolerance
- * Appreciate the uniqueness of others
 - * Compassion
- * Celebrate equality and diversity



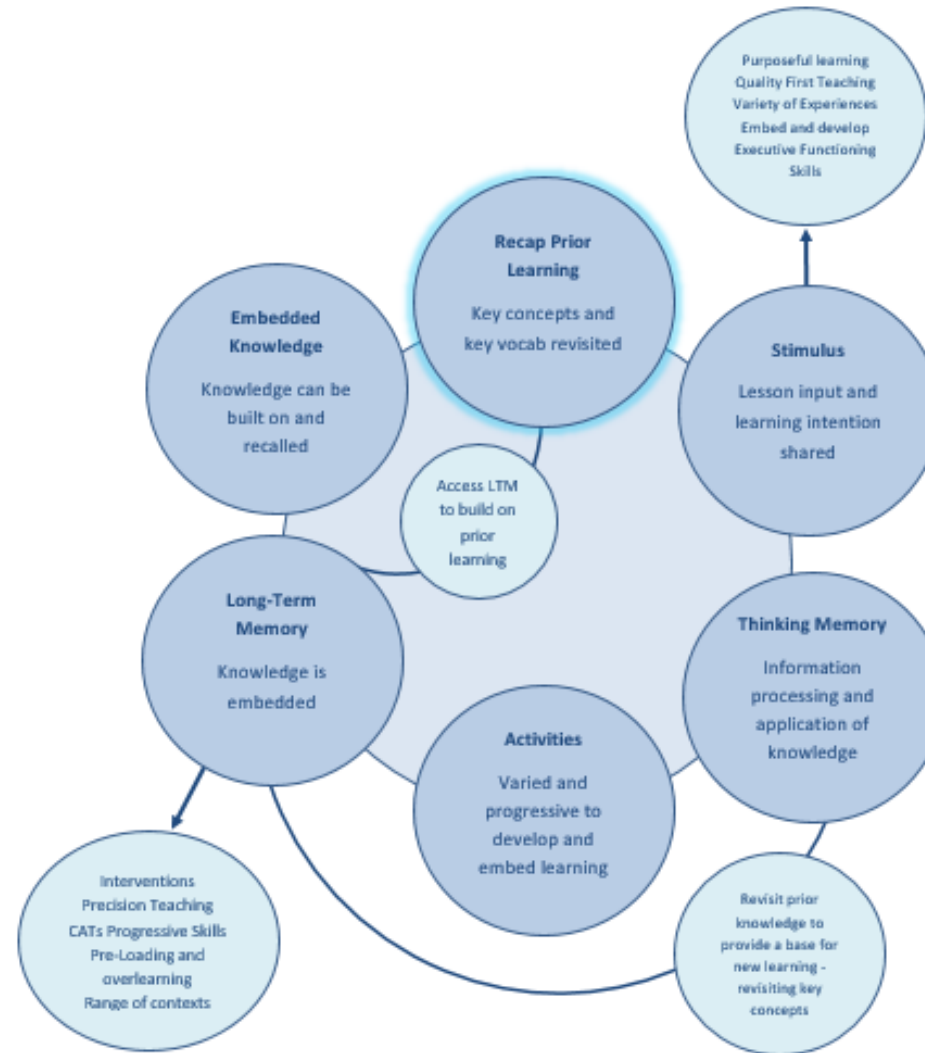
Enrichment

- * Celebrate and embrace talent
 - * Appreciate the Arts
 - * Broaden life skills
- * Have the confidence to learn new and unfamiliar things
- * Ensure visits and visitors enhance learning








Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Music				
<p>Music is taught progressively through the three interrelated pillars of: technical, constructive, expressive. To develop these key areas, the curriculum has been structured progressively through each of the following aspects:</p>				
				
Musicianship	Listening	Singing	Composing	Performing

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
Music	Significant composers, pieces of music and musical periods.	Comparing pieces of music, identifying common/different styles and techniques		How music has changed over time		Using music terminology, responding to music, expressing opinions, experimenting, exploring, performing	Exploring different musical styles, pieces and composers.

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

Music Key Concepts Year Group Mapping – Cycle A

	Autumn	Spring	Summer
EYFS	In EYFS pupils are taught music through the strand Expressive Arts and Design. Throughout the year pupils will be taught singing, listening, composing and performance.		
Years 1 and 2	<p>How Can We Make Friends When We Sing Together?</p>  <p>Christmas Show</p> 		<p>How Does Music Make The World A Better Place?</p> 
Year 3	<p>How Does Music Bring Us Close Together?</p>  <p>What Stories Does Music Tell Us About The Past?</p> 	<p>How Does Music Help To Make The World A Better Place?</p>  <p>How Does Music Help Us To Get To Know Our Community?</p> 	<p>How Does Music Make A Difference To Us Everyday?</p>  <p>How Does Music Connect Us With Our Planet?</p> 
Year 4	<p>Wider Opportunities – Music Service</p> 	<p>Wider Opportunities – Music Service</p> 	<p>Wider Opportunities – Music Service</p> 
Year 5	<p>How Does Music Bring Us Close Together?</p>  <p>What Stories Does Music Tell Us About The Past?</p> 		<p>How Does Music Shape Our Way Of Life?</p>  <p>How does music connect us to the environment?</p> 

Year 6

How Does Music Bring Us Close Together?



What Stories Does Music Tell Us About The Past?



















How does music connect us to the environment?



Summer Show



Music Key Concepts Year Group Mapping – Cycle B

	Autumn	Spring	Summer
EYFS	In EYFS pupils are taught music through the strand Expressive Arts and Design. Throughout the year pupils will be taught singing, listening, composing and performance.		
Years 1 and 2	<p style="text-align: center;">Heads, Shoulders, Knees and Toes Name Song Brush your Teeth</p>  <p style="text-align: center;">Christmas show</p> 		<p style="text-align: center;">Music Is My Soul Music man</p> 
Years 3	<p style="text-align: center;">How Does Music Bring Us Close Together?</p>  <p style="text-align: center;">What Stories Does Music Tell Us About The Past?</p> 	<p style="text-align: center;">How Does Music Help To Make The World A Better Place?</p>  <p style="text-align: center;">How Does Music Help Us To Get To Know Our Community?</p> 	<p style="text-align: center;">How Does Music Make A Difference To Us Every day?</p>  <p style="text-align: center;">How Does Music Connect Us With Our Planet?</p> 
Year 4	<p style="text-align: center;">Wider Opportunities – Music Service</p> 	<p style="text-align: center;">Wider Opportunities – Music Service</p> 	<p style="text-align: center;">Wider Opportunities – Music Service</p> 
Year 5	<p style="text-align: center;">How Does Music Bring Us Close Together?</p>  <p style="text-align: center;">What Stories Does Music Tell Us About The Past?</p> 		<p style="text-align: center;">How Does Music Shape Our Way Of Life?</p>  <p style="text-align: center;">How Does Music Connect Us To The Environment?</p> 

Year 6

How Does Music Bring Us Close Together?



What Stories Does Music Tell Us About The Past?





How does music connect us to the environment?





Summer Show




Knowledge and skills sequencing		MUSIC				
	EYFS	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
Singing 	Learn and sing entire songs Create their own songs, or improvise a song around one they know Sing in a group or on their own matching the pitch and following the melody	Sing simple songs, chants and rhymes from memory Sing simple songs with a small range (mi-so) and some pentatonic songs Sing a wide range of call and response songs, controlling vocal pitch and matching the pitch heard with accuracy Sing songs regular with a pitch range of 'do-so' with increasing vocal control Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to directions/symbols	Sing a widening range of unison songs of varying styles and structures with a pitch range of 'do-so', tunefully and with expression Perform actions confidently and in time to a range of action songs Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes	Sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter Sing rounds and partner songs in different time signatures (2, 3 and 4 time) Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony	Sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance Sing three part rounds, partner songs and songs with a verse and chorus	Sing a broad range of songs, including those with syncopated rhythms, from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance Sing three and four part rounds or partner songs, developing balance between parts and vocal independence
	Perform a range of songs to an audience (e.g.: production, church service, assembly)					

	EYFS	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
<p>Listening</p> 	<p>Explore and learn how sounds can be changed</p> <p>Listen attentively and talk about music, expressing some feelings and responses</p> <p>Talk about changes and patterns in a piece of music</p>	<p>Find the steady beat Talk about feelings created by the music/song</p> <p>Recognise some band and orchestral instruments</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet</p> <p>Begin to understand about different styles of music</p> <p>Find different steady beats</p> <p>Describe tempo as fast or slow Describe dynamics as loud and quiet</p> <p>Recognise some band and orchestral instruments</p>	<p>Share your thoughts and feelings about the music together</p> <p>Find the beat or groove of the music</p> <p>Talk about what the song means</p> <p>Identify some instruments you can hear playing</p> <p>Talk about the style of the songs</p>	<p>Talk about the words of a song</p> <p>Identify 2/4, 3/4, and 4/4 metre</p> <p>Identify the tempo as fast, slow, or steady</p> <p>Discuss the structures of songs</p> <p>Identify major and minor tonality</p> <p>Recognise the sound and notes of the pentatonic scale</p> <p>Recognise the different musical styles and any important musical features that distinguish the style</p>	<p>Find and demonstrate the steady beat</p> <p>Identify 2/4, 3/4, 4/4, 6/8 metre</p> <p>Identify the musical style of a song</p> <p>Discuss the structure of the music</p> <p>Identify major and minor tonality</p>	<p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts</p> <p>Identify different time signatures with greater confidence e.g.: 2/4, 4/4, 3/4, 6/8</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its musical concepts</p> <p>Discuss the structure of a song</p> <p>Explain the role of a main theme in musical structure</p>

	EYFS	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
<p>Composing</p> 	<p>Explore making sounds with a variety of resources</p> <p>Create own music and sounds with instruments and sound makers</p> <p>Make music in a range of ways</p>	<p>Improvise simple vocal chants, using question and answer phrases</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, choosing and playing classroom instruments</p> <p>Recognise how graphic notation can represent created sounds</p> <p>Explore and invent own symbols</p> <p>Improvise simple question and answer phrases to be sung or played in pairs, to create a musical conversation</p> <p>Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range</p> <p>Compose in response to different stimuli e.g.: stories, verse, images and musical sources</p> <p>Recognise clef, stave, lines and spaces.</p> <p>Understand the differences between crotchets and paired quavers and rests</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases</p> <p>Include instruments from whole class teaching (widening opportunities) to expand scope and range of sounds available for composition</p> <p>Capture and record creative ideas using graphic symbols, rhythm or staff notation or technology</p>	<p>Improvise over a simple groove, responding to the beat and creating a melodic shape</p> <p>Experiment with a wider range of dynamics through improvisation and composition work</p> <p>Compose a short piece in ternary form (ABA)</p> <p>Capture and record creative ideas using graphic symbols, rhythm or staff notation, time signatures or technology</p>	<p>Improvisation in small groups to:</p> <ul style="list-style-type: none"> - Create music with multiple sections that include contrast and repetition - Use chord changes in improvised sequences - Extend improvised melodies beyond 8 beats over a groove <p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale</p> <p>Play on tuned percussion or melodic instruments and notate melody</p> <p>Compose a piece in ternary form, use music software/apps to create and record it, discussing how musical contrasts are achieved</p>

	EYFS	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
<p>Performing</p> 	<p>Explore and engage in music making and dance</p> <p>Sing songs solo or as a part of a group</p> <p>Create own dances and movement to music</p> <p>Perform songs/dances to an audience</p>	<p>Enjoy and have fun performing</p> <p>Choose a song/songs to perform to a well-known audience</p> <p>Play some simple instrumental parts</p> <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</p> <p>Talk about the difference between rehearsing a song and performing it</p>	<p>Develop skills in playing tuned percussion or a melodic instrument</p> <p>Play and perform melodies following staff notation using a small range</p> <p>Individually copy simple step melodic phases with accuracy</p>	<p>Recognise clef, stave, lines and spaces. Understand the difference between crotchets and paired quavers and rests</p> <p>Develop skills and proficiency in the basic skills of a selected musical instrument over a sustained learning period (widening opportunities through music hub)</p> <p>Play and perform melodies following staff notation using small range as a class or in groups</p> <p>Perform in two or more parts (e.g.: melody and accompaniment or duet) from simple notation using instruments played in whole class teaching</p> <p>Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards following staff notation on one stave</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form ensembles</p> <p>Understand the difference between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers</p> <p>Read and play short rhythmic phrases using conventional symbols for known rhythms and note durations</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range</p> <p>Make decisions about dynamic range when performing</p> <p>Engage with others through ensemble playing taking on melody or accompaniment roles</p> <p>Further develop the skills to read and perform pitch notation</p> <p>Read and play a four-bar phrase from notation, identifying note names and durations</p>

	EYFS	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
<p>Musicianship</p> 		<p>Use body percussion, instruments and voices</p> <p>Find and keep a steady beat</p> <p>Copy back simple rhythmic patterns using long and short</p> <p>Copy back simple melodic patterns using high and low</p>	<p>Using body percussion, instruments and voices</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests</p> <p>Use the time signatures of: 2/4, 3/4, 4/4</p> <p>Find and keep a steady beat</p> <p>Copy back melodic patterns using the notes CDE, GAB, FGA, ABC (instrument dependant)</p>	<p>Using body percussion, instruments and voices</p> <p>Use the time signatures of: 2/4, 3/4, 4/4</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC (instrument dependant)</p>	<p>Use the time signatures of: 2/4, 3/4, 4/4, 6/8</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGABbCDE (instrument dependant)</p>	<p>Use the time signatures of: 2/4, 3/4, 4/4, and 6/8</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG (instrument dependant)</p>