



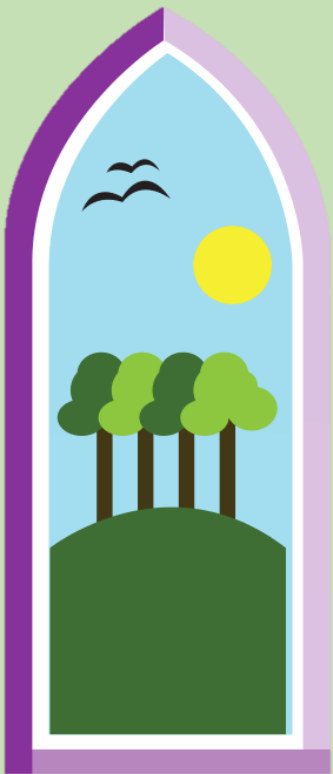
Music Intent

Strength in difference, together we are one, together we fly high

Music intent

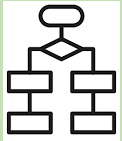
At Dunbury Academy Primary School, our music curriculum intends to inspire creativity, confidence, self-expression and spirituality through song and sound. We hope to foster a lifelong love of music by exposing them to diverse musical experiences. By listening and responding to different musical styles, finding their voices as singers, performers and as composers, we will nurture them to flourish as confident, reflective musicians.

Our vision of *strength in difference, together we are one, together we fly high* drives our music curriculum, aiming to develop a sense of how music is created, produced and communicated, and have an appreciation of a range of different musical styles both within our own experiences, and from different cultures around the world.





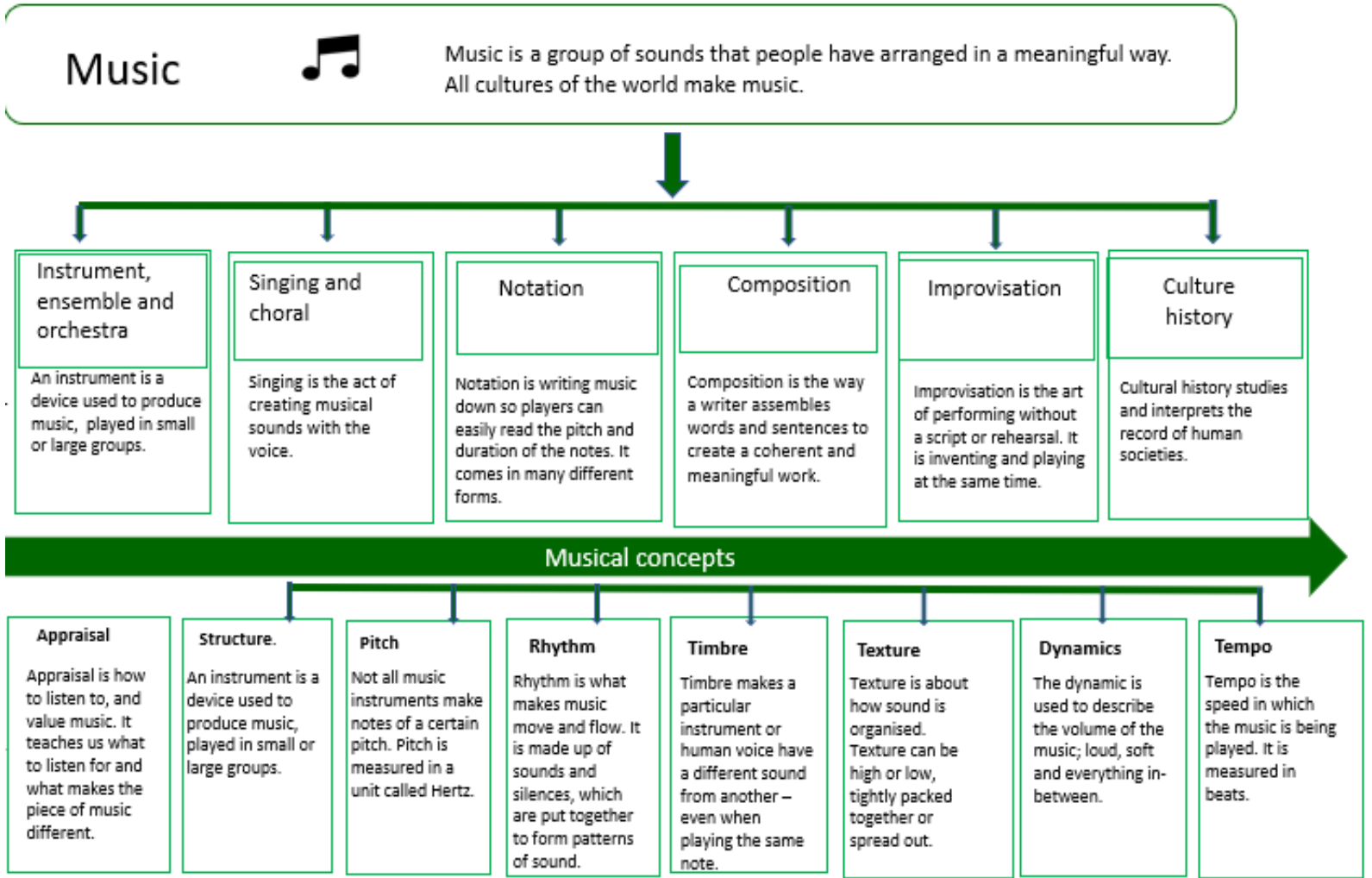
Music Structure



We organise our knowledge into key concepts



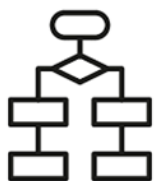
As musicians, we use these concepts to investigate.





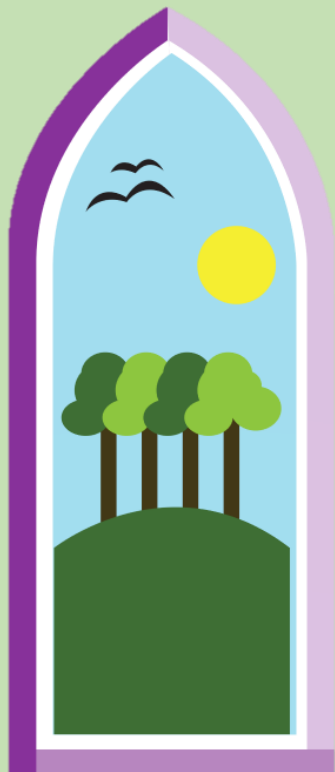
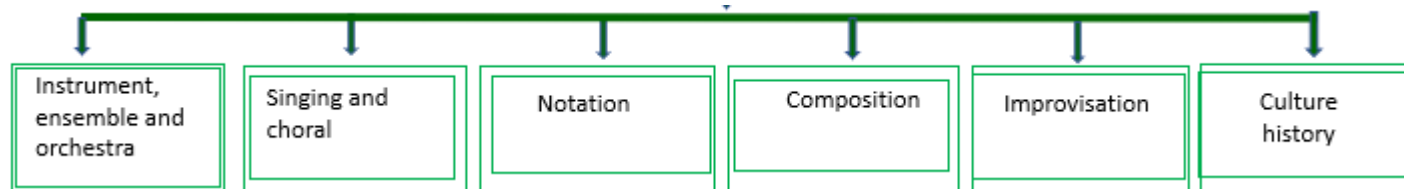
Music Concepts

Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents which detail the end points which we aim children to achieve. The foundations for the music curriculum are laid in Early Years. This is built on in KS1 as novice musicians, leading to more expert musicians in KS2. This provides the firm building blocks for children to become discipline musicians in KS3 and beyond.



Key concepts

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key themes through which they can reason and talk about music and its diversity. Key concepts shape the overarching enquiry question for the spine. We have six main concepts in music which sub divide into further key concepts.





Our enquiry spines will seek to develop knowledge in both main key concepts, reinforcing the knowledge that geography is about the interaction of processes at different places and locations.

Teaching Enquiries

	Strength in Self	Strength in Difference	Together in our communities	Together in our world	Be Heard	Aspirational
EYFS	Marvellous Me	Our Wonderful World	Let's Explore	Dinosaurs	Traditional Tales	Animals
Years 1 and 2	Instrument, ensemble and orchestra How has Saint-Saens used the orchestra to tell a story? <i>Carnival of the Animals</i>	Singing and Choral How can we control our vocal pitch to match the pitch we hear?	Notation What do musical symbols mean? <i>Peer Gynt Hall of the Mountain King</i>	Singing and Choral How can we perform songs with dramatic effect? (songs from around the world)	Composition How can we capture and combine sounds using musical technology? <i>The Planets – Gustav Holst</i>	Improvisation What does it mean to improvise?
	Instrument, ensemble and orchestra How are poems and music linked? <i>The Sorcerer's Apprentice</i>	Singing and Choral How can we control our vocal pitch to match the pitch we hear?	Composition How can we create a story using percussion instruments? <i>'Peter and the Wolf' - Prokofiev</i>	Improvisation How can we respond to music creatively?	Notation What do musical symbols mean?	Singing and Choral How can we increase our vocal range?
Years 3 and 4	Singing and Choral How can we sing songs with harmonies?	Composition How can we structure our musical ideas?	Notation How can we use dot notation to show different arrangements?	Instrument, ensemble and orchestra What makes Symphony No. 5 by Beethoven one of the "cornerstones" of western music?	Composition/Improvisation/Notation Dorset Musicianship Programme	
	Notation How can we capture, change and combine sounds?	Instrument, ensemble and orchestra What is the message in Grażyna Bacewicz's Overture? (BBC ten pieces)	Singing & Choral How can we perform with control and accuracy?	Composition How can we create a piece of music using only three notes?	Composition/Improvisation/Notation Dorset Musicianship Programme	
Years 5 and 6	Singing & Choral How can we ensure balance between the different parts in a song?	Instrument, ensemble and orchestra How does a symphony have "something for everyone"? Florence Price's Symphony number 1 BBC ten pieces	Composition How can we compose a ternary piece?	Singing & Choral How can I maintain my own part with awareness of the overall effect on a performance?	Improvisation How can we create a satisfying melodic shape when improvising?	Notation How can we read and play confidently from rhythm notation cards?
	Composition How can we create music with multiple sections?	Singing & Choral How can we sing songs with syncopated rhythms?	Improvisation: How can we use chord changes as part of an improvised sequence?	Instrument, ensemble and orchestra How does Tan Dun's Internet Symphony Eroica encapsulate a feeling of a global music community?	Notation How can we read notation from four-bar phrases confidently?	Singing & Choral How can we ensure balance between the different parts in a song?



Music Concepts

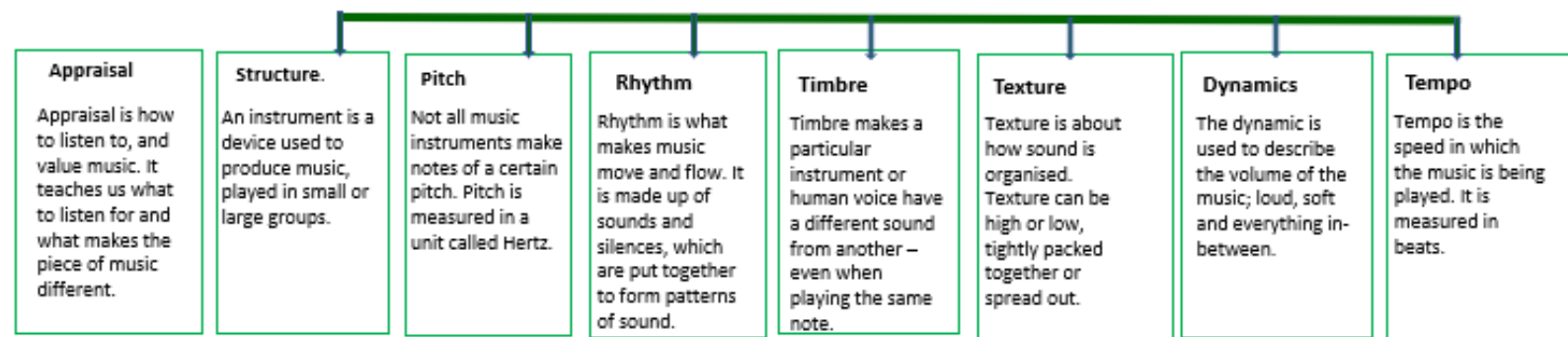
Disciplinary Concepts



Our curriculum is driven by curiosity, language and resilience. Pupils at Dunbury are encouraged to be curious about music and use the disciplinary concepts (working as a musician) to support their approach, asking themselves:

- What do we value about this piece of music?
- How has this piece of music been put together?
- How does the composer want this music to be played?
- How does it make us feel?
- How does the composer achieve this?

Disciplinary concepts shape the enquiry questions asked in a subject and organise the subject knowledge progressively. The disciplinary concepts drive the teaching sequence towards answering the overarching key question for the spine. They can all be applied across the entire subject and everyone is interconnected.





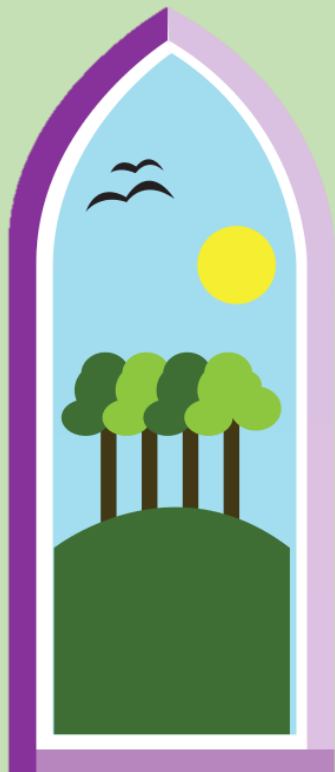
Music Skills

Music Skills

Children will be taught the musical skills required to be an effective musician.

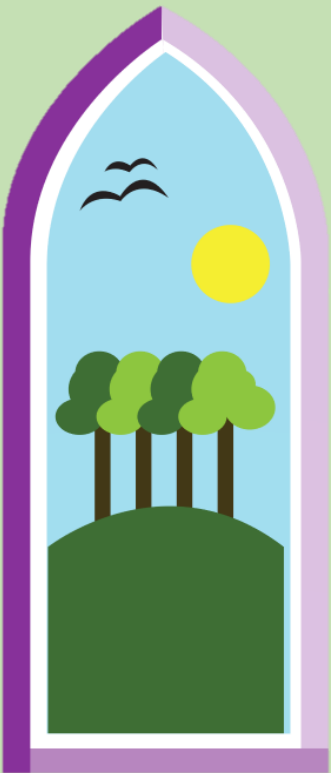
They will learn to:

- cultivate a joy of music through participating in meaningful and enjoyable experiences
- develop the knowledge, skills and attitudes necessary to contribute as musicians
- collaborate with others in purposeful and expressive ways through singing and playing instruments
- nurture their individual and collective creativity
- use their growing knowledge to explore and generate music that is unique, relevant and valuable.





Music Progression



Children in Early Years lay the first building blocks for musical knowledge and concepts. They develop their sense of creativity, and self-expression through music. Creative expression is an important part of a child's development.



Novice

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Expert

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.







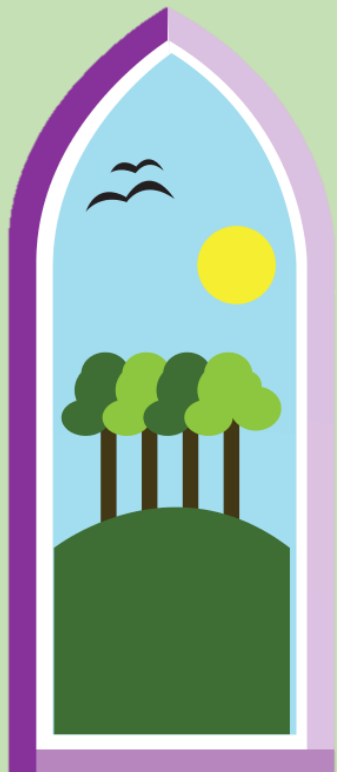
Music Implementation

Planning:

Within the clear teaching sequence, individual lessons are designed around an enquiry question, which children are expected to be able to answer at the end of the lesson. Each lesson builds in small steps upon the previous, with prior learning referenced within the teaching sequence through a variety of means such as low stakes cumulative quizzing, structured talk and retrieval practice. This ensures that children are able to secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time. At the end of learning sequences, children use their accumulated knowledge to answer their key over arching enquiry question. Quizzes on essential knowledge are also sometimes used to support teacher understanding of their knowledge retention and to inform future planning.

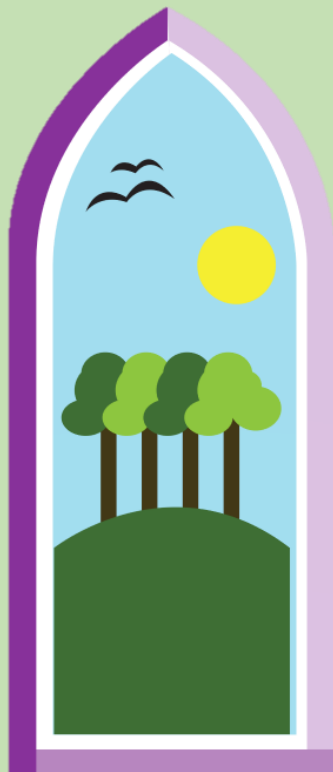
Teachers plan lessons using a mastery teaching approach, driven by our curriculum drivers, following the sequence of learning indicated below:

Connect 	Curiosity 		Resilience 	Spoken Language 	
Activate prior learning	Learning questions shaped the disciplinary concept.	Explicit instruction and modelling by teacher.	Guided Practice so that all children can access independent practice	Independent practice with tasks that match the learning question. Structured in small steps	Structured reflection for children to talk about what they know and their developing schema.
Recalling previous pertinent knowledge and building blocks.	How does this new knowledge fit into my existing Music schema? How does it build to my final application questions?	What do I notice? How does this connect and build on my knowledge? What new vocabulary am I acquiring. What questions do I have? Do I feel confident enough to have a go?	How am I doing? How do I know? Are there sufficient models, examples and resources to help me have a go?	I can apply new learning through practicing what I was taught, shown or modelled.	I can talk about what I have learnt today, using new vocabulary and generalisations. I can talk about where my new knowledge fits into the spine and how it is building me as a musician.





Music Impact



Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within music teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class. ([click here for document](#))

Impact

At Dunbury, children's books show learning sequences that develop their musical and conceptual understanding through a variety of rich tasks that make them think hard. Recorded work evidences snapshots of the learning sequence, with rich vocabulary, guided and independent work. Independent work shows the children's understanding of the lesson question and gives a snapshot of their learning throughout the overall lesson. Learning sequences show that over time, children know more and can apply this knowledge across their wider learning in music.

We use the laid out essential knowledge in the progression documents to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2.