

## Music

### Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 1	<b>Context</b>	<b>Finding our voices</b>	<b>Finding our voices</b>	<b>Finding our voices</b>
	<b>Performing</b>	Vocal performance; actions; body percussion	Vocal performance; actions; body percussion	End of cycle whole year-group performance
	<b>Creating</b>	NA	NA	NA
	<b>Understanding</b>	Basic vocal ensemble awareness; following a leader; using our ears; senses and body parts	Basic vocal ensemble awareness; following a leader; using our ears; content shaped around current EYFS teaching	Performance conventions/practice
YEAR 2	<b>Context</b>	<b>Exploring sound and rhythm</b>	<b>Exploring sound and rhythm</b>	<b>Exploring sound and rhythm</b>
	<b>Performing</b>	African drumming and song	Mixed tuned / un-tuned percussion ensemble	Mixed tuned / un-tuned percussion ensemble – the sea; whole year-group performance
	<b>Creating</b>	African soundscapes; creating basic rhythms	Improvising basic riffs	NA
	<b>Understanding</b>	Basic rhythmic principles; call and response; ensemble awareness; basic graphic notation principles	Basic pitch principles; call and response; ensemble awareness; basic graphic notation principles	Combining pitch and rhythm; performance conventions/ practice
YEAR 3	<b>Context</b>	<b>Beginner strings – ukulele</b>	<b>Beginner orchestra</b>	<b>Beginner orchestra</b>
	<b>Performing</b>	WCE Ukulele (RSL Debut); integration with instrumental specialists	Percussion, singing and ukulele (varied arrangements related to KS2 curriculum)	Percussion, singing and ukulele (varied arrangements related to KS2 curriculum)
	<b>Creating</b>	NA	NA	NA
	<b>Understanding</b>	Principles of acoustic strings; basic first-position and open-string technique; timbre and production of quality sound; fluency and accuracy	Basic rhythmic notation; extended mixed-ensemble arrangements	Basic pitch notation; extended mixed-ensemble arrangements
YEAR 4	<b>Context</b>	<b>Beginner wind – ocarina</b>	<b>Improver orchestra</b>	<b>Improver orchestra</b>
	<b>Performing</b>	WCE Ocarina (Debut equivalent arrangements); integration with instrumental specialists	Percussion, singing, wind and ukulele	Percussion, singing, wind and ukulele
	<b>Creating</b>	NA	NA	NA
	<b>Understanding</b>	Staff notation (principles and 8-note); principles of acoustic wind; production of quality sound; fluency and accuracy	Staff notation development (ledgers and more complex rhythms)	Staff notation (consolidation)
YEAR 5	<b>Context</b>	<b>Caribbean music</b>	<b>Caribbean music</b>	<b>DTC West Indian carnival</b>
	<b>Performing</b>	WCE Steel pan	WCE Steel pan	WCE Steel pan (DTC West Indian Carnival)
	<b>Creating</b>	Composing inner-part voicings based on SP conventions; improvisation	Composing inner-part voicings based on SP conventions; improvisation	Composing inner-part voicings based on SP conventions; improvisation
	<b>Understanding</b>	Conventions of Steel Pan music; carniva	Conventions of Steel Pan music; carnival	Conventions of Steel Pan music; carnival
YEAR 6	<b>Context</b>	<b>Expanding our horizons: North Indian classical music</b>	<b>Expanding our horizons: music for screen</b>	<b>Music for stage: summer show</b>
	<b>Performing</b>	Keyboard and tuned percussion; guitar / ukulele; untuned percussion; large and small ensemble awareness	Live performance of musical ideas with film	Musical theatre production; vocal and instrumental performance
	<b>Creating</b>	Improvisation based on tala and raga	Logic Pro-based composition and sequencing project	NA



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 6	Understanding	Non-western scales; non-western rhythmic structure; North Indian instrumentation	Musical characterisation; leitmotif; tonality; dissonance / consonance; basic sequencing technique; music technology principles	Music for stage; performing conventions
YEAR 7	Context	<b>Ensemble sounds 1: West African percussive traditions</b>	<b>Ensemble sounds 2: minimalism</b>	<b>Ensemble sounds 3: guitar ensemble</b>
	Performing	Djembe and body percussion; large ensemble and small ensemble awareness; vocal skills	Keyboard and tuned percussion; large ensemble and small ensemble awareness; end-of-cycle year group performance	Guitar (or ukulele) skill development working towards performance of RSL G1 or G2 piece
	Creating	Polyrhythmic composition and improvisation	Creating an ostinato	NA
	Understanding	Rhythmic notation; polyrhythm; call and response; accents; dynamics; context of West African traditions	Pitch notation; texture; ostinato, pentatonic scales; features of minimalism	Ensemble awareness and performance skills; guitar technique; TAB notation
YEAR 8	Context	<b>Origins of Popular Music 1: African-American tradition – Spirituals to Blues</b>	<b>Origins of Popular Music 2: African-American tradition – Jazz to Funk</b>	<b>Origins of Popular Music 3: Reggae to Contemporary Pop</b>
	Performing	Developing vocal skills; mixed ensemble performance; solo ukulele performance	Independent keyboard skills; whole-class ensemble awareness	Mixed ensemble performance; solo keyboard performance; recording of class album and end-of-cycle performance
	Creating	Improvisation	Jazz improvisation	Improvisation within performance
	Understanding	Basic harmony; 12-bar Blues; context and features of blues and spirituals; blues scales; roman numerals	Extended chords; jazz and funk features and development	Ensemble skills; chords; features of reggae; linking pop to its origins
YEAR 9	Context	<b>The all-round musician 1: solo performing skills</b>	<b>The all-round musician 2: Composing for film</b>	<b>The all-round musician 3: ensemble performing skills and songwriting</b>
	Performing (Unit 1)	Independent performance – work towards RSL / ABRSM / Trinity recorded performance	NA	Small-ensemble arrangements and covers
	Creating (Unit 2)	NA	Basics of Logic Pro / Garageband; creation of soundtracks for film	Arranging technique and songwriting
	Understanding (Unit 3)	Performance and practice techniques/cognitive science; Baroque-Romantic-Classical	Development of film music; leitmotif; impact of elements in film; mickey-mousing; inter-referentiality	Ensemble skills; application of culmination of prior knowledge of harmony and composition; the British Invasion; rock music
YEAR 10	Performing (Unit 1)	Creation of individual performance plans; ensemble performances of Set Work 1 and wider listening	Work towards performance plans; ensemble work in film/theatre context	Work towards performance plans; small- and large-ensemble performance and arrangements of Set Work 2 and wider listening.
	Creating (Unit 2)	Fundamentals of composition: chord sequences; melody-writing; development	Composition 1 – free composition	Redrafting of composition 1
	Understanding (Unit 3)	Keys; harmony; Baroque-Romantic-Classical; set work 1 (Mozart)	Film/theatre music; revision of C1	Blues-jazz-rock-pop; set work 2 (Rainbow); revision of C1 and C2
YEAR 11	Performing (Unit 1)	Work towards performance plans; first recordings; fusions ensemble work	Final recordings and submission of Unit 1 coursework	
	Creating (Unit 2)	Composition 2 – brief composition	Completion and submission of Unit 2 coursework	
	Understanding (Unit 3)	Fusions; revision of Y10 Unit 3 content	Interleaved revision of Unit 3 and exam preparation	

\*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

