

Music

Curriculum Principles

By the end of their all-through education, a student of music at Dixons Manningham will:

- know the fundamental theoretical principles of music and how these relate to a wide range of distinct musical traditions from throughout history and around the globe.
- Students will know how to analyse and recreate music through sound and notation.
- understand how to collaborate musically in performance, in a range of contexts, and how to apply universal musical skills to their own creative process.

In order to achieve a true understanding of music, topics have been intelligently sequenced based on the following rationale:

- a high-quality musician will have vocal skill; a range of technical proficiencies; a deep understanding of musical principles and an ability to apply all of these in a range of creative contexts.
- the voice is the most universal and accessible means of making music. It is also fundamental to all-round musicianship through the aural skills that it develops. Students will start their musical journey in KS1 primarily through this medium
- the same fundamental musical principles apply to all musical traditions. From KS1 onwards, students will develop a gradually increasing depth of understanding of these principles. Rhythm and pitch will be explored from KS1, with the introduction in KS2 of texture and structure.
- fundamentally, the curriculum has been sequenced to allow students to gradually build a depth of musicianship through the application of this procedural and declarative knowledge in a wide range of musical contexts.

The music curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- the curriculum is designed to expose students to, and engage them in, practical music-making from an early age. Financial and other demands often limit high-quality practical musicianship to children from privileged backgrounds. By engaging students early and consistently in practical music-making, this disparity can be challenged.
- the focus on regular solo and ensemble performance from KS1 will help students to develop their self-confidence and their ability to communicate with groups of others in a public setting. Ensuring that performance becomes normalised for them will be beneficial for the development of this self-confidence.
- the curriculum will cover a broad spectrum of musical traditions equally, including: western art music, Asian and African traditions, and twentieth- and twenty-first-century popular traditions. This will ensure that students are simultaneously equipped with the powerful knowledge necessary for higher-level study of music and with a deep understanding of the global, evolutionary nature of music and other art-forms.

We fully believe music can contribute to the personal development of students at DMN:

- the confidence and self-esteem of students will be nurtured through a culture of performance from KS1 onwards – all students will learn to feel comfortable being 'put in the spotlight' and sharing their work with classmates and the wider community.
- this culture of performance will also assist in the development of students' oracy through its emphasis on presentation, performing confidently to others and clear communication and expression.
- students will develop broader social skills through music; the collaborative process of music-making, through performance and composition, will allow them to learn fundamental teamwork and communication skills. The range of collaborative experiences that they have in music will allow them to develop and apply those skills in varied contexts.
- music will nurture the development of tolerance and empathy. Exposure to a range of unfamiliar cultures and traditions will encourage them to understand and respect others and an emphasis will be placed on the equal value of all musical cultures with the social message inherent to that.
- numerous studies have shown the many and varied benefits of music for cognitive development. Focused practical music making in early years has been shown to improve the spatial-temporal reasoning of students (Rauscher and Zupan ,2000). Long-term musical training has been shown to be associated with improvements in working memory (George and Coch, 2011) and with vocabulary and verbal sequencing (Piro and Ortiz, 2009). All of this research supports the use of practical music-making from an early age as an invaluable aid for cognitive development and student's wider success in and out of school.



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Curriculum overview

	Cycle 1	Cycle 2	Cycle 3
KEY STAGE 1	Vocal: singing - rhythm and pitch Nursery Rhymes Songs linked to: seaside, seasons, harvest, celebrations	Vocal: singing - rounds and cannons Traditional Songs linked to: seas and oceans,	Vocal: singing - layers and ostinato Modern Songs linked to: animals, plant, health
YEAR 3	Djembe Bass, tone, slap Cyclic patterns Improvisation Group performances Vocal Development Texture and structure	Ocarina Revise notes Tone and pitch Group performances Vocal Development Texture and structure	Gamelan Project Play a 4-bar piece in several parts Compose a 4-bar piece in groups Vocal Development Texture and structure
YEAR 4	Rhythm and Ostinato Crotchet, quaver, semi-quavers Vocal Development	Ukulele Songs Learn 4 chords Play and sing - Stand by Me Vocal Development	Keyboard Skills Basic finger technique Learn: Solider, Frere Jacques Vocal Development
YEAR 5	Samba Learn basic rhythms Class performance Ocarina Group performances	Gamelan Project Learn gamelan pieces in 3 parts Compose Djembe Group performances	Ukulele Songs Develop 4 chords Keyboard Skills Develop finger technique
YEAR 6	Djembe and Keyboard Sequence pieces Performances Vocal Development	Ukulele and Ocarina Vocal Development	Final Y6 Performance

