

# DMS Curriculum Plan

## SUBJECT: Music



At Dorchester Middle School, as part of our Music Medium Term Planning, we ensure that pupils can remember more and learn more by weaving Key Concepts and Linked Skills throughout our units of learning so that children have time to practise, discuss, reflect and revisit knowledge. In turn, they develop the skills to apply that knowledge in a range of contexts. We carefully follow the National Curriculum and ensure learning is progressive and sequential; giving pupils the opportunity to build on and apply previous knowledge in all units before developing further skills as a musician.

### Key Skills in this subject are:

- To use our voices expressively and creatively
- To play tuned and untuned instruments musically
- To perform to an audience
- Play and perform in solo and ensemble contexts
- To play instruments with increasing accuracy, fluency and control
- To improvise and compose music for a range of purposes
- To listen to an eclectic range of musical styles, traditions and genres
- To sing with an understanding of tone and awareness of harmonic lines
- Evaluate and analyse self and peer performance
- To use and understand staff and other musical notations

| Key Concept             | Linked Skill                                                                                                                                                               | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Rhythm and Metre</b> | To play instruments with increasing accuracy, fluency and control                                                                                                          | Pupils will understand the term and purpose of a pulse – linking this with tempo and the importance of rhythm through all parts of music making. They will learn to improvise, compose and perform within a musical style using particular rhythms and structures. Pupils will have the opportunity to perform on a range of instruments, including Voice, Untuned/tuned percussion, Djembe drums, Ukuleles & Keyboards.                                 |
| <b>Performing</b>       | Play and perform in solo and ensemble contexts.<br>To sing with an understanding of tone                                                                                   | Pupils will have the opportunity to perform throughout every unit of work being covered each term. Pupils will learn to perform in small groups, as a class as well as solo pieces. They will learn to evaluate their progress based around key skills such as performance expression, articulation when singing, confidence, presentation and awareness of musical structure being followed and awareness of others within the ensemble.                |
| <b>Singing</b>          | To use our voices expressively and creatively.<br>To sing with an understanding of tone and awareness of harmonic lines.<br>Evaluate and analyse self and peer performance | As pupils move up the school, they will grow a deeper understanding of the voice. Pupils will have the opportunity to sing a variety of songs involving different singing techniques. Pupils will learn to sing in canon, rounds and two-part harmony. This will be revisited in singing assemblies which will take place every other week for all year groups. Pupils will learn to sing with confidence, project their voice, and vary the tone style. |
| <b>Notation</b>         | To use and understand staff and other musical notations                                                                                                                    | From Year 5, pupils will learn to read traditional notation. Other types of notation (e.g. graphic notation and grid notation) will also be taught and used where helpful and appropriate to the unit of study.                                                                                                                                                                                                                                          |

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| <b>Composition</b> | To improvise and compose music for a range of purposes | The skill of composition will be presented through soundscapes, drumming, rhythm work, songwriting, film music, jazz improvisation, and hip hop units. All pieces of composition are based around the musical elements and exploring these. Pupils will focus on the tone and texture of musical instruments – layering these to create an intended effect. |
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## Curriculum Overviews

### Year 5 Overview

#### *The Kodály Approach*

The Kodály approach underpins all teaching in Year 5. This provides a structured and sequential framework for developing musical literacy and internalisation of sound. In practice, this includes:

- Regular use of singing as the primary means of musical learning.
- Development of part-singing and inner hearing (part-hearing).
- Use of solfa, rhythm syllables and hand signs to support pitch and rhythmic understanding.
- Explicit teaching of staff notation, linked to sound before symbol.

Through this approach, pupils develop accuracy in intonation, control of phrasing, and an understanding of musical structure, alongside increasing fluency in reading and writing standard notation.

#### *Termly Map*

| <b>Autumn</b>                                                                                                                                                                                                                                                                | <b>Spring</b>                                                                                                                                                                                                                                               | <b>Summer 1</b>                                                                                                                                                                                               | <b>Summer 2</b>                                                                                                                   |
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| Singing & Theory skills <ul style="list-style-type: none"> <li>• <i>Pitch, pulse, and rhythm mapping.</i></li> <li>• <i>Foundations of traditional staff notation.</i></li> <li>• <i>Christmas repertoire &amp; Kodály hand signs (so, mi, la to full scale).</i></li> </ul> | Musical Sandwiches in Space <ul style="list-style-type: none"> <li>• <i>Explores structures (binary/ternary form).</i></li> <li>• <i>Study of musical harmony and dissonance.</i></li> <li>• <i>Collaborative group soundscape compositions.</i></li> </ul> | Explore the orchestra <ul style="list-style-type: none"> <li>• <i>BSO concert preparation &amp; body percussion.</i></li> <li>• <i>Instrumental families &amp; Britten's Young Person's Guide.</i></li> </ul> | Fanfares <ul style="list-style-type: none"> <li>• <i>Keyboard skills</i></li> <li>• <i>Graphic and staff notation.</i></li> </ul> |

### Year 6 Overview

#### *Listening Activities*

All lessons begin with a structured listening activity to enable pupils to:

- Recognise, analyse and respond critically to high-quality live/recorded music, including significant composers.
- Understand how music reflects historical, cultural, and social contexts.

- Understand and compare how musical traditions and styles evolve over time.
- Identify and describe musical features (pitch, rhythm, texture, etc.) using a widening vocabulary.

### ***The Kodály Approach***

The Kodály approach continues to provide a framework with a growing emphasis on independence and accuracy via:

- Confident use of singing as a primary tool, with increasing part-singing independence.
- Development of secure inner hearing (audiation) to support memory.
- Fluent use of solfa, rhythm syllables, and hand signs.

In the second half of Autumn term, additional lesson time will be allocated to preparing Year 6 Christmas repertoire, using the Kodály approach.

### ***Termly Map***

| <b>Autumn</b>                                                                                                                                                                                                                                                                                        | <b>Spring</b>                                                                                                                                                                                                                                                                   | <b>Summer</b>                                                                                                                                                                                                                                                    |
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| <b>Rondo around the world</b> <ul style="list-style-type: none"> <li>• <i>Structure analysis via Vivaldi's Four Seasons (Ritornello vs Episode).</i></li> <li>• <i>Group compositions based on environmental imagery.</i></li> <li>• <i>Focused Kodály-driven Christmas harmony prep.</i></li> </ul> | Improving improvisation <ul style="list-style-type: none"> <li>• <i>Keyboard skills &amp; pentatonic scale structures.</i></li> <li>• <i>Question-and-answer rhythmic phrasing (4 to 8 beats).</i></li> <li>• <i>Complete class performance ensemble ('Arriba').</i></li> </ul> | Digital Audio Workstation <ul style="list-style-type: none"> <li>• <i>Introduction to Music Technology tools.</i></li> <li>• <i>Grid notation systems within audio suites.</i></li> <li>• <i>Sequencing, working with loops, and sampling tracks.</i></li> </ul> |

## **Year 7 Overview**

### ***Listening Activities***

Lessons begin with listening activities to develop increasingly independent understanding, allowing pupils to distinguish key musical features within and across pieces, and understand their historical/stylistic contexts.

### ***The Kodály Approach***

Aspects of teaching continue to lean on Kodály to develop ensemble awareness and secure application of staff notation linking sound, symbol, and performance with independence.

### ***Termly Map***

| <b>Autumn</b>                                                                                                                            | <b>Spring</b>                                                                                                                  | <b>Summer</b>                                                                                                                      |
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| Picking up style <ul style="list-style-type: none"> <li>• <i>Classical study (Borodin's Polka &amp; Satie's Gnossiennes).</i></li> </ul> | I've got the blues <ul style="list-style-type: none"> <li>• <i>Exploration of Blues songs and cultural history.</i></li> </ul> | Variations on a theme <ul style="list-style-type: none"> <li>• <i>Study of Paganini and Mozart variation templates.</i></li> </ul> |

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| <ul style="list-style-type: none"> <li>• <i>Left-hand keyboard chords, ostinatos, and stave notation.</i></li> <li>• <i>Audio sequencing translation inside YuStudio.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Learning the 12-bar blues progression.</i></li> <li>• <i>Keyboard accompaniment and improvisation.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Manipulating dimensions (pitch, tempo, timbre, texture).</i></li> <li>• <i>Theme and two developed variations live outcome.</i></li> </ul> |
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## Year 8 Overview

### *Listening Activities*

Advanced listening activities challenge pupils to analyze and critically evaluate how music is shaped by context, compare features across diverse genres, identify subtle stylistic nuances, and use precise vocabulary to justify responses.

### *The Kodály Approach*

The Kodály approach supports precision, advanced audiation, and interpretation of complex rhythmic/melodic material to refine solo and ensemble interpretations. Further detail in: Y8 Kodály yearly overview.docx

### *Termly Map*

| <b>Autumn</b>                                                                                                                                                                                                                                                                            | <b>Spring</b>                                                                                                                                                                                                                                      | <b>Summer</b>                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Songwriting <ul style="list-style-type: none"> <li>• <i>Diatonic triads, root positions, and primary chords (I, IV, V).</i></li> <li>• <i>Song structures (verse, chorus, bridge, outro).</i></li> <li>• <i>Writing lyrics, exploring flow, and full Hip Hop performance.</i></li> </ul> | Minimalism <ul style="list-style-type: none"> <li>• <i>Investigation of interlocking polyrhythms.</i></li> <li>• <i>Phasing techniques and static harmonic structures.</i></li> <li>• <i>Use of music technology to layer patterns.</i></li> </ul> | Irregular Time <ul style="list-style-type: none"> <li>• <i>Exploration of septuple metre (7/8 time signatures).</i></li> <li>• <i>Rhythmic subdivisions</i></li> <li>• <i>5-stage DAW sequencing project within BeepBox.</i></li> </ul> |