

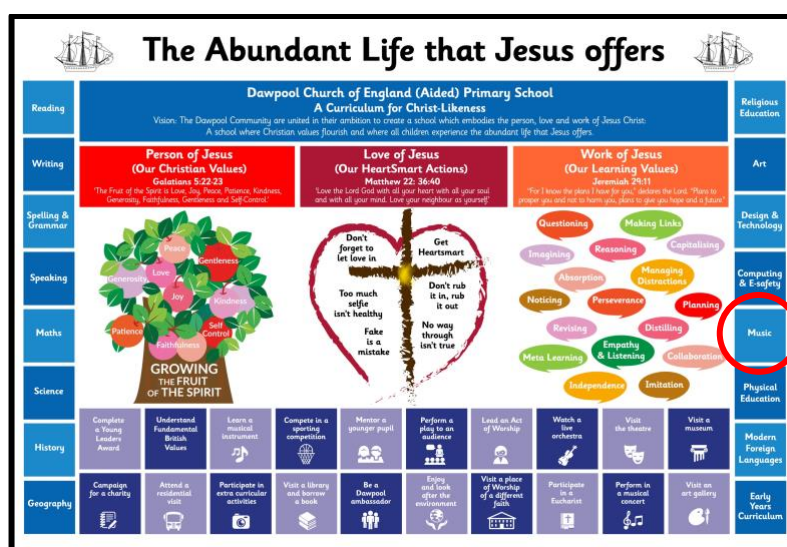


DAWPOOL

# Dawpool C.E. (Aided) Primary School

## A Dawpool Musician

Music



### Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).*

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@DawpoolCofE



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*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)*



## **How does Music contribute to the 'Abundant Life'?**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

## **Dawpool's Vision for Music**

On completion of the Music curriculum at Dawpool, pupils will have:

- *Explored and created new ideas in music and performed with confidence.*
- *Played a musical instrument and sang with control and expression.*
- *Good awareness and appreciation of different musical styles and genres.*
- *Listened thoughtfully and used musical vocabulary to articulate their responses to music.*
- *Developed an understanding of the elements of music.*
- *A knowledge of composers and musicians from different points in history.*
- *Accessed further music opportunities outside of the classroom.*
- *An enjoyment of music.*

## **National Curriculum for Music**

The National Curriculum for Music at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.



## A Foundation Stage Musician

A Foundation Stage Musician	
Class	Development Matters Statements Expressive Arts and Design – Being Imaginative and Expressive
Foundation 1	<ul style="list-style-type: none"><li>Remember and sing entire songs.</li><li>Sing the pitch of a tone sung by another person ('pitch match').</li><li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>Create their own songs or improvise a song around one they know.</li></ul>
Foundation 2	<ul style="list-style-type: none"><li>Play instruments with increasing control to express their feelings and ideas.</li></ul>
Early Learning Goals	<ul style="list-style-type: none"><li>Sing a range of well-known nursery rhymes and songs.</li><li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li></ul>

Term	Topic	Activities which may be included. Please note the nature of the EYFS means planning changes daily.
Autumn Term	Getting to Know You	<ul style="list-style-type: none"><li>Children have access to a range of musical instruments during provision time. They are able to freely access and explore these instruments.</li><li>Children are taught the correct name for each instrument and how to use them.</li><li>During Phonics sessions children sing a variety of different songs and rhymes, with actions.</li><li>During Phonics lessons children undertake activities to support their listening skills and help them identify and repeat different pitches and rhythms</li><li>Children participate in concerts and a Nativity, both of which are performed to an audience.</li><li>Children listen to different types of music and are introduced to the name of each composer. They are then encouraged to discuss how the piece of music makes them feel and think about how they could move their bodies to represent this.</li></ul>
Spring Term	Superheroes	
Summer Term	Disney Around the World	

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## **A Year 1 Musician at Dawpool**

- I can use my voice to sing songs and chant rhymes.
- I can play tuned and untuned instruments musically.
- I can create short rhythmic patterns.
- I can combine sounds with my voice and with instruments.
- I can copy short rhythmic and melodic patterns.
- I can make a sequence of sounds.
- I can respond to different moods in music.
- I can say whether I like or dislike a piece of music.
- I can choose sounds to represent different things.
- I can follow instructions about when to play and sing.
- I can move to the pulse.

<b>pulse</b>	<b>rhythm</b>	<b>pitch</b>	<b>improvise</b>
<b>compose</b>	<b>melody</b>	<b>perform</b>	<b>audience</b>
<b>imagination</b>	<b>singers</b>	<b>drum</b>	<b>keyboard</b>
<b>percussion</b>	<b>trumpet</b>	<b>saxophone</b>	<b>guitar</b>

## **A Year 2 Musician at Dawpool**

- I can sing and follow a melody.
- I can perform simple patterns and accompaniments keeping a steady pulse.
- I can compose simple rhythmic patterns.
- I can recognise changes in tempo.
- I can order sounds to create a beginning, middle and an end.
- I can create music in response to different starting points.
- I can choose sounds which create an effect.
- I can use symbols to represent sounds.
- I can make connections between notations and musical sounds.
- I can listen out for particular things when listening to music.
- I can improve my own work.

<b>keyboard</b>	<b>drums</b>	<b>bass</b>	<b>electric guitar</b>
<b>saxophone</b>	<b>trumpet</b>	<b>pulse</b>	<b>rhythm</b>

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<b>pitch</b>	<b>improvise</b>	<b>compose</b>	<b>audience</b>
<b>melody</b>	<b>dynamics</b>	<b>tempo</b>	<b>perform</b>
<b>performance</b>	<b>rap</b>	<b>Reggae</b>	<b>glockenspiel</b>

### A Year 3 Musician at Dawpool

- I can sing a tune with expression.
- I can use different elements in my composition.
- I can use musical words to describe a piece of music and compositions.
- I can use musical words to describe what I like and do not like about a piece of music.
- I can recognise different styles of music.
- I can improve my work; explaining how it has been improved.

<b>Structure</b>	<b>Intro/introduction</b>	<b>Verse</b>	<b>Chorus</b>
<b>Improvise</b>	<b>Compose</b>	<b>Pulse</b>	<b>Rhythm</b>
<b>Pitch</b>	<b>Tempo</b>	<b>Dynamics</b>	<b>Bass</b>
<b>Drums</b>	<b>Guitar</b>	<b>Keyboard</b>	<b>Synthesizer</b>
<b>Hook</b>	<b>Melody</b>	<b>Texture</b>	<b>Structure</b>
<b>Backing vocals</b>	<b>Percussion</b>	<b>Civil rights</b>	<b>Racism</b>
<b>Equality</b>			

### A Year 4 Musician at Dawpool

- I can create chord sequences on my ukulele.
- I can compose melodies.
- I can create accompaniments for tunes using different chords.
- I can combine different sounds to create a specific mood or feeling.
- I can sing songs from memory with accurate pitching.
- I can improvise using repeated strumming patterns.
- I can use notation to record my compositions.
- I can play simple notated tunes.
- I can explain why silence is often needed in music and explain what effect it has.
- I can identify the character of a piece of music.

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- I can identify and describe the different purposes of music.
- I can begin to identify various styles of music, e.g. pop, classical, jazz, Chinese.
- I can perform solos and in ensembles.
- I can understand the history of the ukulele.

<b>keyboard</b>	<b>electric guitar</b>	<b>bass</b>	<b>drum</b>
<b>improvise</b>	<b>melody</b>	<b>pulse</b>	<b>rhythm</b>
<b>pitch</b>	<b>tempo</b>	<b>dynamics</b>	<b>texture</b>
<b>structure</b>	<b>compose</b>	<b>improvise</b>	<b>hook</b>
<b>riff</b>	<b>solo</b>	<b>pentatonic</b>	<b>scale</b>
<b>unison</b>	<b>patterns</b>	<b>style</b>	<b>rapping</b>
<b>choreography</b>	<b>lyrics</b>	<b>digital/electronic</b>	<b>turntables</b>
<b>synthesizers</b>	<b>percussion</b>	<b>notation</b>	<b>vocal</b>
<b>equality</b>			

### A Year 5 Musician at Dawpool

- I can breathe in the correct place when singing.
- I can maintain my part whilst others are performing their part.
- I can improvise within a group using melodic and rhythmic phrases.
- I can change sounds or organise them differently to change the effect.
- I can compose music which meets specific criteria.
- I can use my music diary to record aspects of the composition process.
- I can choose the most appropriate tempo for a piece of music.
- I can describe, compare and evaluate music using musical vocabulary.
- I can explain why I think music is successful or unsuccessful.
- I can suggest improvement to my own work and that of others.

<b>Rock</b>	<b>bridge</b>	<b>backbeat</b>	<b>amplifier</b>
<b>chorus</b>	<b>bridge</b>	<b>riff</b>	<b>hook</b>
<b>improvise</b>	<b>compose</b>	<b>appraising</b>	<b>Bossa Nova</b>
<b>syncopation</b>	<b>structure</b>	<b>Swing</b>	<b>tune/head</b>

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<b>note values</b>	<b>note names</b>	<b>big bands</b>	<b>pulse</b>
<b>rhythm</b>	<b>sole</b>	<b>ballad</b>	<b>verse</b>
<b>interlude</b>	<b>tag</b>	<b>ending</b>	<b>Strings</b>
<b>piano</b>	<b>guitar</b>	<b>bass</b>	<b>drums</b>
<b>melody</b>	<b>cover</b>	<b>Rap</b>	<b>synthesizer</b>
<b>deck</b>	<b>backing loops</b>	<b>funk</b>	<b>scratching</b>
<b>unison</b>	<b>cover</b>	<b>pitch</b>	<b>tempo</b>
<b>dynamics</b>	<b>timbre</b>	<b>texture</b>	<b>Soul</b>
<b>groove</b>	<b>bass line</b>	<b>Brass section</b>	<b>harmony</b>
<b>melody</b>			

### A Year 6 Musician at Dawpool

- I can sing in harmony with increasing confidence.
- I can perform parts from memory.
- I can take the lead in a performance.
- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I can analyse features within different pieces of music.

<b>Makaton</b>	<b>pulse</b>	<b>phrases</b>	<b>Neo Soul</b>
<b>BSL – British sign language</b>	<b>texture</b>	<b>dimensions of music</b>	<b>Improvise / improvisation</b>
<b>style</b>	<b>pitch</b>	<b>riff</b>	<b>Urban gospel</b>
<b>melody</b>	<b>temp</b>	<b>ostinato</b>	<b>Jazz</b>
<b>compose</b>	<b>dynamics</b>	<b>solo</b>	<b>Blues</b>
<b>improvise</b>	<b>timbre</b>	<b>unison</b>	<b>Motown</b>
<b>rhythm</b>	<b>structure</b>	<b>groove</b>	<b>gender equality</b>
<b>cover</b>	<b>harmony</b>	<b>hook</b>	<b>civil rights</b>

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## **Archived (2021-22): Education Recovery in Music**

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**'

In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **Music** curriculum, we have focused on our vision for Music which outlines our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum. We have therefore identified the following priorities for the Music curriculum.

*Pupils will:*

- *Play a range of musical instruments to improve accuracy and fluency*
- *Increase their confidence through performing*
- *Sing regularly*
- *Listen to music and engage with a range of musical styles and genres*
- *Revise musical vocabulary so they can articulate their responses to music*
- *Engage with wider curriculum opportunities, such as peripatetic tuition, music concerts and performances.*