

Dodford First School

Our Values				
Perseverance	Respect	Independence	Determination	Excellence
Our Golden Threads				
Vocabulary and Oracy	Breadth and Mastery	Diversity and Inclusion	Digital Literacy and Personal Safety	

Music Curriculum Statement

At Dodford First School, we nurture a love of Music in all children, encouraging creativity, expression, and a sense of enjoyment through engaging and meaningful learning experiences. Our curriculum equips pupils with the knowledge, skills, and confidence to explore, perform, and create music across a variety of styles and contexts. It also develops an understanding of how music connects with culture, history, and everyday life.

Music teaching at Dodford First School is designed to provide all children, from the Early Years Foundation Stage through to Year 4, with opportunities to develop essential musical skills and knowledge that enable them to listen, compose, and perform with increasing confidence. Pupils are supported in gaining a secure understanding of key musical concepts, processes, and terminology, alongside an appreciation of music's role in society and the wider world.

Our curriculum is carefully designed to meet the diverse needs of all learners, including those with Special Educational Needs and Disabilities (SEND), within mixed-age classes. Teaching is inclusive and accessible, with learning adapted through scaffolding, differentiated outcomes, varied instruments and resources, and targeted support to ensure all pupils can participate and succeed.

In line with the National Curriculum for Music, our approach ensures that pupils develop:

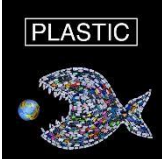
- **Creativity and Expression:** Encouraging children to create original compositions, explore musical ideas, and express themselves through sound.
- **Performance Skills:** Developing confidence in singing, playing instruments, and performing individually and in groups.
- **Musical Knowledge and Understanding:** Building awareness of rhythm, pitch, dynamics, timbre, and structure across a variety of musical styles.
- **Listening and Appreciation:** Learning to listen attentively to a wide range of music, analysing and responding to its features.
- **Evaluation and Reflection:** Developing the ability to review their own work and that of others, using constructive feedback to refine and improve musical outcomes.

We use a carefully structured scheme of work that ensures progression and continuity in skills, knowledge, and musical confidence. Concepts and techniques are revisited and built upon across year groups, enabling children to develop both **substantive knowledge** (such as musical notation, instruments, and styles) and **disciplinary knowledge** (such as improvisation, composition, and critical listening) in a coherent and meaningful way.

Music Curriculum Overview

	Autumn Theme One	Autumn 2 Whole School Production	Spring 1 Theme Two	Spring 2 Theme Three	Summer Theme Four	Summer 2 Theme Five
Wren Class						
EYFS Cycle A	Marvellous Me	Happy to Help	Material World	Spring Around the World	African Adventure	We're Going on a Minibeast Hunt
Line of Investigation	Can we find the beat in the music?	Can we join in with rhymes and actions?	Can we sing the same notes as the music (pitch matching)?	What sounds can we hear in the music?	Can we move like different animals to music?	How do words make patterns in music?
Resources	 Charanga Unit: Bounce Into Action Singing Focus: Harvest Songs	 Rhyme Time – Nursery Rhymes Little Wandle Resources Singing Focus: Nativity/Christmas Songs	 Charanga Unit: Lulling Lullaby	 BBC TEN PIECES: Kerry Andrew - No Place Like Singing Focus: Mother's Day Celebration	 Charanga Unit: Amazing Animals	 Charanga Unit: Rhythm Adventure
EYFS Cycle B	Starting School	My Place in the World	Winter Wonderland	Toy Town	My Wonderful World	Summer Adventures
Line of Investigation	How can we use our speaking voice in music?	Which rhymes do we enjoy?	Can we use our voices to show feelings?	Can we hear how the tune goes up and down?	What can we imagine when we listen?	Can we play loudly and quietly?
Resources	 Charanga Unit: Chant to the Animals Singing Focus: Harvest	 Rhyme Time – Nursery Rhymes Little Wandle Resources h Singing Focus: Nativity/Christmas Songs	 Charanga Unit: Happy Talk	 Charanga Unit: Number Time Singing Focus: Mother's Day	 BBC TEN PIECES: Ralph Vaughan Williams - The Lark Ascending	 Charanga Unit: Beep Beep, Toot Toot

	Songs			Celebration		
Robin Class						
Line of Investigation	How can we find and feel the beat in music?	How does music help us imagine the past?	What is a rhythm and how can we copy it?	How does music make us feel?	What does music sound like in different countries?	What is the difference between rhythm and pitch?
Year 1 and 2 Cycle A Musical Spotlight	 Charanga Unit: <i>Rhyming In Time</i> Singing Focus: Harvest Production	 Singing Focus: BBC Music programme Famous Victorians Singing Focus: Christmas Production	 Charanga Unit: Exploring Rhythm Patterns	 BBC TEN PIECES: Jean Sibelius - Finlandia Singing Focus: Easter Celebration	 Charanga Unit: Around the World	 Charanga Unit: Highs and Lows
Line of Investigation	How can we make our own musical questions and answers using instruments?	How can we use our voices to tell a story?	How is music from the past different from music today?	How does the music make us imagine space or war?	How can we make high, middle, and low sounds?	How can we make our music more interesting by getting louder or quieter?

Year 1 and 2 Cycle B Musical Spotlight	 Charanga Questions and Answers Singing Focus: Harvest Festival	 Unit: Singing Focus: BBC Music programme on Great Fire of London Singing Focus: Christmas Production	 Charanga Unit: Music Inspired By The World Around Us	 BBC TEN PIECES: Gustav Holst -The Planets - Mars, the Bringer of War	 Charanga Unit: Sound And Symbol 1	 Charanga Unit: Sound and Symbol 2
Owl Class						
Line of Investigation	Who are the composers of the songs we are singing and what inspired their music?	How can we perform as a large group with accuracy and confidence?	How do we play notes accurately on an instrument?	What story or imagery does the music create?	How can we improvise and combine musical ideas to create a piece?	How can music be used to share important messages like plastic pollution?
Year 3 and 4 Cycle A Musical Spotlight	 YOUNG VOICES <i>Vocal: Young Voices Project</i>	 YOUNG VOICES <i>Vocal: Young Voices Project</i> Singing Focus: Christmas Production	 Charanga Glockenspiels Stage 1	 BBC TEN PIECES: Edvard Grieg - In the Hall of the Mountain King from 'Peer Gynt' Singing Focus: Easter Celebration	 Charanga Unit: Exploring Musical Contrasts	 Charanga Unit: Recycling Songs Plastics Singing Focus: End of Year Production
Line of Investigation	How do we read simple musical notation?	How can we develop control and accuracy on our instrument?	How can we improve timing and play in an ensemble?	How do we choose sounds to match mood and action?	How can we create accompaniments using percussion instruments?	How is electronic music different from traditional music?

Year 3 and 4 Cycle B Musical Spotlight	 Instrumental: FAME PROJECT Singing Focus: Harvest Festival	 Instrumental: FAME PROJECT Singing Focus: Christmas Production	 Instrumental: FAME PROJECT Concert Performance for Families and Friends	 Charanga Unit: Yu Studio FX Sound Effects Singing Focus: Easter Celebration	 Charanga Unit: You Gotta Try	 BBC TEN PIECES: Delia Derbyshire – Doctor Who Theme (original theme by Ron Grainer) Singing Focus: End of Year Production
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Further Music Opportunities	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
National Curriculum (45 mins)		Robins (45mins)	Whole School Singing and Listening Appreciation Assembly (15 minutes)	Owls (45mins)	Wrens (45mins)
Peripatetic Music	Piano lessons 1:1	Piano lessons 1:1 Rock Steady Band Lessons Pro-tuition Drum Lessons Small Group	Piano lessons 1:1		
After School Club (1 hour)	Choir Club				