 **MUSIC**

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| **Lytchett Matravers Primary School’s Music Curriculum Intent** |
| Our aim is to engage and inspire pupils to develop both a love of music and their talent as musicians. We aim to develop a critical engagement with music, allowing them to compose, listen to and perform a wide range of musical styles both in individual and group settings.In KS1, our musicians will…* Use their voices expressively and creatively, by singing songs and speaking rhymes and chants.
* Be taught to play tuned and untuned instruments musically. They will experiment with, create, select and combine sounds using the interrelated dimensions.
* Listen with concentration and understanding to a range of high quality live and recorded music.
* Improvise and compose by experimenting with, creating, selecting and combining sounds using the interrelated dimensions.

In KS2, our musicians will…* Play and perform in solo and ensemble contexts, using their voices and tuned and untuned instruments with increasing accuracy, fluency, control and expression.
* Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a range of high quality music drawn from different traditions, composers and musicians.
* Improvise and compose music for a range of purposes using the interrelated dimensions.
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| Colour Logo **Lytchett Matravers Primary School** | **Progression Map 1: IMPROVISING AND COMPOSING** |

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| **MUSIC CURRICULUM – IMPROVISING AND COMPOSING** |
| **EYFS** | **Year 1** | **Year 2** |
| **Intent** |
| Our children will be engaged and enthused in composition and improvisation, having the skills to select and combine sounds confidently. | Our children will be engaged and enthused in composition and improvisation, having the skills to select and combine sounds confidently. | Our children will be engaged and enthused in composition and improvisation, having the skills to select and combine sounds confidently. |
| **Planning Considerations** |
| * What experience have children had with instruments and sounds so far?
* Can children explain what a sound is?
* Do children know what an instrument is?
 | * Have children been given the opportunity to create different sounds?
* Can children experiment with their voices?
* Have children been given the opportunity to listen to and experience sequences of sounds?
 | * Have children had the opportunity to experiment with pitched instruments?
* Have children experimented with taking turns and listening?
* Have children seen symbols used to represent sounds?
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| **Substantive Knowledge** |
| Our musicians:* Know that instruments can make different sounds.
* Know that sounds can be loud and quiet
* Know how to create different sounds on different instruments and using own voice and body percussion.
 | Our musicians:* Know that sounds can be long and short
* Can tell the difference between high and low sounds.
* Know that sounds can be different speeds.
* Know what percussion instruments are

***MMC: Understand the difference between creating a rhythm pattern and pitch pattern.*** | Our musicians:* Know that sounds can be high or low pitched.
* Know that sounds can be loud, quiet or become louder or quieter, using the term dynamics.
* Know that tempo refers to the speed of music.
* Know how to play percussion instruments accurately.
* Know what a drone, ostinato and melody are.
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| **Disciplinary Knowledge** |
| Our musicians can…* Explore different sound sources.
* Use sound in storytelling
* Listen to and appreciate the difference between sounds made with instruments
 | Our musicians can…* Can make different sounds with different instruments.
* Can create a sequence of sounds.
* Can change sounds.
* Can repeat rhythmic patterns.
* Can make different sounds with their voices

***MMC Improvise vocal chants using questions and answer phrases.******Invent, retain and recall rhythm and pitch patterns.******Use music technology to capture, change and combine sounds.*** ***Recognise how graphic notation can represent created sounds.******Explore and invent own symbols.***  | Our musicians can…* Improvise a melody, using given notes, to fit above a drone.
* Create question and answer phrases on tuned percussion.
* Compose three note melodies on tuned percussion.
* Compose ostinatos to well known songs.
* Use symbols to represent sounds

***MMC: Create music in response to a non-musical stimulus.******Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.******Use music technology to capture, change and combine sounds.***  |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils |
| * Listen to live music: Pantomime, Lytchett Band Tour
* Experiment with sounds on music wall in EYFS outside space
* Sing nursery rhymes, chants and songs regularly in assembles and lessons
 | * Listen to live music: Pantomime, Lytchett Band Tour
* Experiment with different instruments in the studio
* Sing songs in assemblies and lessons
 | * Listen to live music: Pantomime, Lytchett Band Tour
* Use different instruments in music lessons
* Sing a range of songs in assemblies and lessons
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