 **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? |
| **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. |
| **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 |