 **MUSIC**

|  |
| --- |
| **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.
 |

|  |  |
| --- | --- |
| Colour Logo **Lytchett Matravers Primary School** | **Progression Map 1: PLAYING** |

|  |
| --- |
| **MUSIC CURRICULUM – PLAYING** |
| **EYFS** | **Year 1** | **Year 2** |
| **Intent** |
| Our children will be keen instrumentalists who enjoy experimenting with sound and can do so confidently and competently. | Our children will be keen instrumentalists who enjoy experimenting with sound and can do so confidently and competently. | Our children will be keen instrumentalists who enjoy experimenting with sound and can do so confidently and competently. |
| **Planning Considerations** |
| * What experiences have children had with tuned and untuned instruments?
* Do children show interest in the different sounds that can be made?
 | * Can children identify a musical instrument?
* Have children had the opportunity to experiment with different instruments?
 | * Do children know what a melody is?
* Have children played wind instruments before?
 |
| **Substantive Knowledge** |
| Our musicians:* Know how to create sounds using different instruments, although technique may not be correct / may be basic.
* Know that instruments and their own bodies can make different sounds.
 | Our musicians:* Know that percussion instruments can be played with hands or a beater.
* Know that sounds can be loud or quiet, fast or slow, high or low.
 | Our musicians:* Can demonstrate that notes can be high or low pitched.
* Can demonstrate dynamics through playing loud and quiet sounds.
* Know how to play percussion instruments accurately.
* Know the names of common percussion instruments.
* Can begin to hold and play a basic wind instrument accurately.
* Can perform in time with others.

***MMC: Understand the speed of a beat can change.*** ***Respond to pitch changes heard in short melodic phrases.******Recognise dot notation and match to 3 note tunes.*** |
| **Disciplinary Knowledge** |
| Our musicians can…* Show interest in the way musical instruments sound.
* Explore the different sounds instruments make
* Explore different sound sources.
* Play instruments with control and respect.
 | Our musicians can…* Use instruments to make deliberate sounds.
* Make loud and quiet sounds
* Play instruments with attention to differences in pitch.

***MMC: Walk, move, clap to a steady beat.******Use body & classroom percussion, playing repeated rhythm patterns & short pitched patterns.******Perform copycat rhythm patterns.******Perform short, repeating patterns in time with a beat.******Explore percussion sounds to enhance storytelling.***  | Our musicians can…* Play percussion instruments with increasing accuracy.
* Play a simple 3 note ostinato or melody.
* Begin to play a wind instrument eg recorder or ocarina.

***MMC: Mark the beat of a listening piece by tapping / clapping.*** ***Walk in time to the beat.*** ***Begin to group beats in 2s and 3s by tapping knees on first beat and clapping the remaining beats.*** ***Represent rhythm patterns with stick notation including crotchets, quavers, crotchet rests.*** |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils |
| * Have the opportunity to use instruments in music lessons.
* Have the opportunity to experiment with the music wall in the EYFS outside area.
 | * Have the opportunity to use musical instruments in music lessons
 | * Have the opportunity to use musical instruments in music lessons.
 |