 **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: PLAYING** |

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| **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. |