 **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 EYFS, our musicians will 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: SINGING** |

|  |
| --- |
| **MUSIC CURRICULUM – SINGING** |
| **EYFS** | **Year 1** | **Year 2** |
| **Intent** |
| We will inspire our musicians to enjoy singing a range of well-known nursery rhymes and songs. They will begin to perform songs and rhymes, exploring moving in time to the music through heightened engagement, igniting a love of singing.  | We will engage and inspire our musicians to continue to develop their love of singing, whilst increasing their self- confidence, learning to use their voices to sing a wide range of songs from different times.  | We will inspire and engage our musicians to be able to express themselves through singing and performing, increasing their creativity. They will sing a wide range of songs from a range of historical periods and cultures.  |
| **Planning Considerations** |
| * Have children been exposed to a range of simple songs, chants and rhymes?
* Do children show interest and enthusiasm for singing?
 | * Do children show interest and enthusiasm for singing?
* Do children have a repertoire of songs they enjoy?
* Do children join in with singing?
 | * Do children show interest and enthusiasm for singing?
* Have children experienced singing a range of songs?
* Have children heard songs that demonstrate dynamics?
 |
| **Substantive Knowledge** |
| Our musicians:* Know that our voices need to warm up like our bodies before we use them.
* Know that a song has a tune
* Know the words to some familiar songs
 | Our musicians:* Know that our voices need to be warmed up like our bodies.
* Know that singing can be loud or quiet.
* Know that their voices can make different sounds.
* Know a range of well-known songs.
 | Our musicians:* Can explain why we need to warm our voices up.
* Can position themselves appropriately for singing – arms by sides, feet shoulder width apart, mouths open.
* Can demonstrate that notes can be high or low pitched.
* Can demonstrate dynamics through singing loud and quiet sounds.

***MMC: Know and demonstrate understanding of dynamics and tempo in singing by responding to leader’s directions and visual symbols eg cresc, dim and pause.*** |
| **Disciplinary Knowledge** |
| Our musicians can…* Show interest in play with sounds, sings and rhymes
* Join in with repeated refrains and anticipate phrases in rhymes.
* Sing a few familiar songs
* Begin to build a repertoire of songs
* Sing to themselves and make up simple songs
* Sing songs and experiment with ways of changing them.

Our musicians:* Know that a song has a tune
* Know the words to some familiar songs
 | Our musicians can…* Make different sounds with their voices.
* Join in with well known songs.
* Can repeat vocal patterns.
* Can show understanding of dynamics (not the term) by singing loudly and quietly where appropriate

***MMC: Sing collectively and at the same pitch.******Include pentatonic songs.******Sing a wide range of call and response songs*** | Our musicians can…* Sing songs with accuracy.
* Sing with attention to dynamics.
* Sing in unison with others.
* Sing partner songs and rounds.
* Use voices to explore improvisation with guidance.
* Breathe in between phrases.

***MMC: Know and demonstrate understanding of dynamics and tempo in singing by responding to leader’s directions and visual symbols eg cresc, dim and pause.******Sing short phrases independently within a singing game or short song.***   |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils |
| * Regular singing in lessons and assemblies
* Singing performances through KS1 productions
* Seeing live singing performances such as Lighthouse panto / Lytchett Band tour.
* Opportunities for extra curricular singing through KS1 choir.
 | * Regular singing in lessons and assemblies
* Singing performances through KS1 productions
* Seeing live singing performances such as Lighthouse panto / Lytchett Band tour
* Opportunities for singing through KS 1 choir.
 | * Regular singing in lessons and assemblies.
* Singing performances through KS1 choir
* Seeing live singing performances such as Lighthouse panto / Lytchett Band tour
* Opportunities for singing through KS1 choir.
 |