 **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 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. |

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

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| **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. |