 **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 un-tuned 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** | | |  |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent** | | |  |
| Children will be able to access and play a range of instruments with increasing confidence, competence and enjoyment. | Children will be able to access and play a range of instruments with increasing confidence, competence and enjoyment. | Children will be able to access and play a range of instruments with increasing confidence, competence and enjoyment. | Children will be able to access and play a range of instruments with increasing confidence, competence and enjoyment. |
| **Planning Considerations** | | |  |
| * Do children know what a pattern is? * Do children know what a percussion instrument is? * Do children know what an ensemble is? | * Have children had the opportunity to play a musical instrument? | * Have children heard music with explicit harmony? | * Do children understand what harmony is? * Have children experimented with different percussion instruments? |
| **Substantive Knowledge** | | |  |
| Our musicians …   * Know what a pattern is. * Know how to play various percussion instruments. * Know what a percussion instrument is.   ***MMC: Can read identify the stave, lines, spaces and clef. Can use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers.*** | Our musicians…   * Know how best to play as an ensemble. * Know how to play percussion and some other relevant instruments effectively.   ***MMC: Understand the difference between minims, crotchets, paired quavers and rests. Read and perform pitched notation within a defined range. Follow and perform simple rhythmic scores.*** | Our musicians…   * Know what harmony is. * Can sometimes demonstrate harmony. * Know how to play instruments they are learning in peripatetic lessons.   ***MMC: Know what a triad is. Further understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers. Understand the difference between 2/4, ¾, 4/4 time sigs. Read and perform pitch notation within an octave. Read and play short rhythmic phrases at sight from prepared cards.*** | Our musicians…   * Know how to play the available percussion instruments and with which beaters. * Know how to use their own instruments (where appropriate). * Demonstrate how to play confidently individually or with others. * Can demonstrate simple harmony.   ***MMC: Further understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and their equivalent rests. Read and play confidently from rhythm notation cards. Read and play from notation a four bar phrase, confidently identifying note names and durations.*** |
| **Disciplinary Knowledge** | | |  |
| Our musicians can …   * Begin to copy back patterns and create own simple patterns on tuned percussion. * Play a variety of instruments and begin to use them creatively. * Begin to play more confidently as an individual. * Begin to play as an ensemble.   ***MMC: Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation.*** | Our musicians can..   * Copy back patterns and create own on tuned percussion. * Play a variety of instruments accurately and creatively. * Play confidently as an individual. * Play as an ensemble * Take up tuition on an instrument.   ***MMC: Develop facility in the basic skills of a selected musical instrument (MP). Play and perform melodies following staff notation. Perform in two or more parts from simple notation. Identify static and moving parts. Copy short melodic phrases, including those using the pentatonic scale.*** | Our musicians can..   * Take up tuition on an instrument. * Use instruments learned in tuition in class lessons. * Play as an individual and as an ensemble. * Begin to play in simple harmony.   ***MMC: Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation. Understand how triads are formed and play them on tuned instruments. Perform simple chordal accompaniments. Perform a range of repertoire pieces and arrangements combining acoustic inst to form mixed ensembles. Develop the skill of playing by ear on tuned instruments.*** | Our musicians can …   * Play all available percussion with correct technique and clear sound. * Use instruments learned in tuition in class lessons. * Play confidently as an individual and as an ensemble. * Play in simple harmony.   ***MMC: Play a melody following staff notation, make decisions about dynamic range. Accompany this same melody using block chords or a bass line. Engage with others through ensemble playing eg school orchestra. Further develop sight reading skills.*** |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils | | |  |
| * Children will have access to a range of tuned and untuned instruments in class music lessons. * Children will have access to peripatetic music lessons. * Children will have the opportunity to participate in the DMS Musicianship Programme for a term at some point in KS2. * Children will have the opportunity to perform on their instrument in lessons, small concerts and larger performances as and when appropriate. | • Children will have access to a range of tuned and untuned instruments in class music lessons.  • Children will have access to peripatetic music lessons.  • Children will have the opportunity to participate in the DMS Musicianship Programme for a term at some point in KS2.  • Children will have the opportunity to perform on their instrument in lessons, small concerts and larger performances as and when appropriate. | • Children will have access to a range of tuned and untuned instruments in class music lessons.  • Children will have access to peripatetic music lessons.  Children will have the opportunity to participate in the DMS Musicianship Programme for a term at some point in KS2.  • Children will have the opportunity to perform on their instrument in lessons, small concerts and larger performances as and when appropriate. | * Children will have access to a range of tuned and untuned instruments in class music lessons. * Children will have access to peripatetic music lessons. * Children will have the opportunity to participate in the DMS Musicianship Programme for a term at some point in KS2.   • Children will have the opportunity to perform on their instrument in lessons, small concerts and larger performances as and when appropriate. |