 **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: SINGING** |

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| **MUSIC CURRICULUM – SINGING** | | |  |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent** | | |  |
| We will continue to develop enthusiastic and competent singers, inspiring their individual talent. They will sing a wide range of songs from a range of historical periods, explore singing in varied styles and for traditional purposes. | We will continue to nurture enthusiastic and competent singers, developing their individual talent. They will sing a wide range of songs from historical periods, explore singing in varied styles and for traditional purposes. They will sing with accuracy and attention to the interrelated dimensions (dynamics, phrasing and tempo). | We will nurture pupils’ individual talent, creativity and self-confidence, beginning to develop a critical engagement with singing. They will perform with increasing technical accuracy building interrelated dimensions (dynamics, pitch, phrasing, articulation and tempo). | We will nurture pupils’ individual talent and creativity to further develop a critical engagement with singing, performing with technical accuracy songs from a range of genre, styles and traditions, including the works of great composers and musicians, demonstrating confidence in the interrelated dimensions. |
| **Planning Considerations** | | |  |
| * Have children heard call and response songs? * Do children know what unaccompanied means? * Have children experienced singing with different dynamics? | * Do children understand what is meant by phrasing? * Have children heard unaccompanied songs? | * Have children heard songs with different vocal effects? * Have children heard songs sung in two part harmony? * Do children know what is meant by articulation? | * Have children had the opportunity to compose melodies vocally? |
| **Substantive Knowledge** | | |  |
| Our musicians …   * Know how and why they should warm up their voices. * Know what unaccompanied means. * Know what dynamics and phrasing mean. * Know they should take a deep breath at the beginning of a phrase. * Know how to breathe well for singing. * Know the structure of a call and response song.   ***MMC: Understand what forte and piano mean*** | Our musicians…   * Know how and why they should warm up their voices. * Know what dynamics, phrasing and tempo mean and can demonstrate when singing, including breath control. * Know what unaccompanied means. | Our musicians…   * Know how and why they should warm up their voices. * Know that their voices can be used in different ways. * Know what dynamics, articulation, phrasing and tempo mean. * Know how to watch the conductor in order to keep together. | Our musicians…   * Can lead vocal warm ups for their peers. * Know how to listen to others and follow a conductor. * Know what dynamics, phrasing, articulation and tempo mean. * Know how to focus on their part in order to sing in harmony.   ***MMC: Know what a syncopated rhythm is.*** |
| **Disciplinary Knowledge** | | |  |
| Our musicians can …   * Sing songs with greater accuracy from middle C-G * Begin to sing songs unaccompanied and in tune. * Begin to perform songs with attention to dynamics and phrasing. * Sing call and response songs.   ***MMC: Sing a widening range of unison songs with a pitch range of do-so.***   * ***Perform forte and piano.*** * ***Perform as a choir in school assemblies.*** | * Our musicians can.. * Sing songs with greater accuracy from middle C-C * Sing songs unaccompanied and in tune. * Begin to perform songs with attention to dynamics, phrasing and tempo. * ***MMC: Continue to sings a broad range of unison songs with an octave range, pitching the voice accurately and following directions for getting louder / softer.*** * ***Sing rounds and partner songs in different time signatures.*** * ***Begin to sing repertoire with small and large leaps as well as a simple second part.*** * ***Perform as a choir in school assemblies.*** | Our musicians can..   * Begin to use voices to compose melodies and explore effects. * Begin to sing songs in two part harmony. * Perform songs with attention to dynamics, phrasing, articulation and tempo. * ***MMC: Sing a broad range of songs from an extended repertoire, observing phrasing, accurate pitching and appropriate style.*** * ***Sing 3 part rounds, partner songs and songs with a verse and chorus.*** * ***Perform as a choir in school assemblies.*** | Our musicians can …   * Use voices to compose melodies and explore effects. * Sing songs in two part harmony. * Perform songs with attention to dynamics, phrasing, articulation and tempo. * ***MMC: Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, observing rhythm, phrasing, accurate pitching, appropriate style.*** * ***Continue to sing three and four part rounds or partner songs.*** * ***Perform as a choir in school assemblies.*** |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils | | |  |
| * Children will have access to regular singing of a wide range of songs from different times, cultures and genres. * Regular singing in lessons and assemblies. * Opportunities for extra curricular singing performances through choir and KS2 productions. | * Children will have access to regular singing of a wide range of songs from different times, cultures and genres. * Regular singing in lessons and assemblies. * Opportunities for extra curricular singing performances through choir and KS2 productions. | * Children will have access to regular singing of a wide range of songs from different times, cultures and genres. * Regular singing in lessons and assemblies. * Opportunities for extra curricular singing performances through choir and KS2 productions. | * Children will have access to regular singing of a wide range of songs from different times, cultures and genres. * Regular singing in lessons and assemblies. * Opportunities for extra curricular singing performances through choir and KS2 productions. |