 **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: LISTENING** |

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| **MUSIC CURRICULUM – LISTENING** | | |  |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent** | | |  |
| Children enjoy listening to a range of music and be able to talk about it knowledgeably. | Children enjoy listening to a range of music and be able to talk about it knowledgeably. | Children enjoy listening to a range of music and be able to talk about it knowledgeably. | Children enjoy listening to a range of music and be able to talk about it knowledgeably. |
| **Planning Considerations** | | |  |
| * Have children been exposed to a range of different music? * Can children name any instruments? * ***SEE MMC SUGGESTED LISTENING REPERTOIRE*** | * Do children know what a composer is? * Do children understand what an instrument family is? * ***SEE MMC SUGGESTED LISTENING REPERTOIRE*** | * Do children know what timbre means? * ***SEE MMC SUGGESTED LISTENING REPERTOIRE*** | * Do children understand what genre is? * ***SEE MMC SUGGESTED LISTENING REPERTOIRE*** |
| **Substantive Knowledge** | | |  |
| * Our musicians… * Know what to do in order to listen actively. * Can describe what has been heard using the terms dynamics, pitch and tempo. * Know the names of some orchestral instruments. * Know that music can be current and also from the past. * Know that music can be modern and classical. * Know that music can be vocal and instrumental. | Our musicians…   * Listen actively. * Know what the terms dynamics, pitch, tempo and duration mean. * Know the names of most orchestral and common percussion instruments. * Know that music can portray moods and create pictures. * Know that music from different times can sound different to modern music. | Our musicians:   * Listen actively. * Know what the terms dynamics, tempo, pitch, texture, timbre and duration mean. * Know that music can be classical, modern, pop, among other genre. * Know the names of most orchestral and general percussion instruments. | Our musicians…   * Listen actively. * Know and apply the terms dynamics, tempo, pitch, texture, timbre, duration, mostly accurately. * Know common genres of music and can suggest possible composers. * Know the names of many different instruments from different ensembles. |
| **Disciplinary Knowledge** | | |  |
| Our musicians can…   * Begin to express and begin to justify ideas and opinions about music heard or performed. * Begin to identify different instruments heard. * Begin to comment on composer’s intention with reference to the dimensions of music.   ***MMC: Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes CDE.*** | Our musicians can…   * Express and justify ideas and opinions about music heard or performed. * Identify different common instruments and families * Comment on composer’s intention with reference to the dimensions of music. | Our musicians can…   * Express and justify ideas and opinions about music heard or performed, using the appropriate musical vocabulary. * Begin to describe different timbres. * Comment on composer’s intention with reference to the dimensions of music, using appropriate musical vocabulary. | Our musicians can…   * Listen to and identify different musical genres. * Identify different instruments and different timbres. * Comment on the composer’s intention with reference to the dimensions of music, using the appropriate vocabulary. |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils | | |  |
| * Children will be given the opportunity to listen to a range of live and recorded music including:   Lytchett Band Tour, BBC Ten Pieces, Lighthouse Pantomime, peer performances. | * Children will be given the opportunity to listen to a range of live and recorded music including:   Lytchett Band Tour, BBC Ten Pieces, Lighthouse Pantomime, peer performances. | * Children will be given the opportunity to listen to a range of live and recorded music including:   Lytchett Band Tour, BBC Ten Pieces, Lighthouse Pantomime, peer performances. | * Children will be given the opportunity to listen to a range of live and recorded music including:   Lytchett Band Tour, BBC Ten Pieces, Lighthouse Pantomime, peer performances. |