 **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***
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| **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.
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| **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.
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| **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:

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