 **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 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: LISTENING** |

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| **MUSIC CURRICULUM – LISTENING** |
| **EYFS** | **Year 1** | **Year 2** |
| **Intent** |
| Our musicians will be active listeners who can comment on the details of what they have heard.  | Our musicians will be active listeners who can comment on the details of what they have heard.  | Our musicians will be active listeners who can comment on the details of what they have heard.  |
| **Planning Considerations** |
| * Have children been given the opportunity to listen to a range of nursery rhymes and simple songs and chants?
* Have children been exposed to music to promote movement?
 | * Do children have the vocabulary to describe how they feel?
* Have children experienced pattern in other curriculum areas?
* Have children experienced music that can portray different sounds?

***SEE MMC SUGGESTED PIECES*** | * Have children experienced seeing symbols and pictures relating to music?
* Have children listened to music that demonstrates pitch, tempo and dynamics?

***SEE MMC SUGGESTED PIECES*** |
| **Substantive Knowledge** |
| Our musicians:* Sustain attentive listening.
* Respond to music and move with confidence.
* Match movements to music.
 | Our musicians:* Can respond appropriately to music.
* Can describe music in terms of volume, speed and pitch, but not necessarily using the correct terminology.
* Know they should be quiet and still in order to listen carefully.
* Know the difference between vocal and instrumental music, not necessarily using those terms.
 | Our musicians:* Know how to listen actively.
* Can describe what has been heard using the terms dynamics, pitch and tempo.
* Can name instruments they have heard.
* Know that music can be current and also from the past.
* Know that music can be vocal and instrumental.
* Can recognise music moving by step
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| **Disciplinary Knowledge** |
| Our musicians can…* Imitate movement in response to music.
* Show interest in play with sounds and rhymes.
* Join in with repeated refrains
 | Our musicians can…* Respond to different moods in music
* Recognise repeated patterns.
* Identify changes in sounds
* Say how a piece of music makes them feel
 | Our musicians can…* Listen out for pitch, tempo and dynamics when listening to music.
* Follow a simple pitch line.
* Identify some common instruments and / or instrument families when listening.
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| **Our Pupil Promise…** key opportunities and experiences for all of our pupils |
| * Listen to live music: Pantomime, Lytchett Band Tour
* Experiment with sounds on music wall in EYFS outside space
* Sing nursery rhymes, chants and songs regularly in assembles and lessons
 | * Listen to live music: Pantomime, Lytchett Band Tour
* Listen to a range of high quality recorded music and the music of their peers.
* Sing songs in assemblies and lessons
 | * Listen to live music: Pantomime, Lytchett Band Tour
* Listen to a range of high quality recorded music and the music of their peers.
* Sing songs in assemblies and lessons
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