 **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: IMPROVISING AND COMPOSING** |

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| **MUSIC CURRICULUM – SINGING** |  |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent** |  |
| Our musicians will have the skills to improvise and compose music meaningfully and confidently. | Our musicians will have the skills to improvise and compose music meaningfully and confidently. | Our musicians will have the skills to improvise and compose music meaningfully and confidently. | Our musicians will have the skills to improvise and compose music meaningfully and confidently. |
| **Planning Considerations** |  |
| * Have children experienced music with different structures?
* Have children used any methods of notation?
* Have children used tempo and style in their work?
 | * Do children have any understanding of what the dimensions of music are?
 | * Do children understand what a scale is?
* Do children understand the concept of time in music?
 | * Have children experienced chords at all?
* Do children understand what musical genre are?
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| **Substantive Knowledge** |  |
| Our musicians:* Know which instruments or sounds to choose to create intended effects.
* Know what tempo is.
* Know what timing is.
* Know what style is.
* Know what a graphic score is.
* Know how to use pictures and symbols to represent sounds.
* Can interpret pictures and symbols when creating sounds.
* Know how to communicate in different groupings to compose effectively.
 | Our musicians* Understand that music has a beginning, middle and end.
* Can identify a staff, stave and some notes using standard notation.
* Can create and interpret graphic scores.
* Know what tempo is.
* Know what timing is.
* Know what style is.

***MMC: Capture and record creative ideas using: graphic symbols, rhythm notation and time signatures, staff notation, technology*** | Our musicians:* Know that the musical dimensions include pitch, dynamics, tempo, texture and duration.
* Know that music can have different structures and know what structure means in relation to music.
* Know that staff notation is like a code for music.
* Know what 4/4 and ¾ time are.
* Know what the pentatonic scale means.

***MMC: Capture and record creative ideas using: graphic symbols, rhythm notation and time signatures, staff notation, technology*** | Our musicians:* Know what chords are
* Know what chromatic means

Know how to read and write using staff notation |
| **Disciplinary Knowledge** |  |
| Our musicians can: * Improvise and compose with awareness of style, tempo and timing.
* Begin to compose to a given structure.
* Compose in a variety of groupings.
* Begin to use various methods of notation.
* Combine different sounds to create a specific mood or feeling.

***MMC: Become more skilled in improvising, using voices, tuned and un-tuned percussion), inventing short “on-the-spot” responses using a limited note range.*** ***Structure musical ideas to create music that has a beginning, middle and end.******Combine known rhythmic notation with letter names to create rising and falling phrases using three notes.*** ***Compose song accompaniments on un-tuned percussion using known rhythms and note values.***  | Our musicians can:* Improvise and compose with awareness of style, tempo and timing.
* Compose to a given structure.
* Confidently use various methods of notation, including beginning to use staff notation, to record compositions
* Use notation in performance.
* Compose using the dimensions of music at an appropriate level.

***MMC: Improvise on a limited range of pitches on the instrument they are learning, (MP) making use of musical features such as legato and staccato.*** ***Begin to make compositional decisions about the overall structure of improvisations.******Combine known rhythmic notation with letter names to create short pentatonic phrases.******Arrange individual notation cards of known note values to create sequences of 2,3,4 beat phrases arranged into bars.******Introduce major and minor chords.***  | Our musicians can:* Improvise and compose with awareness of musical dimensions.
* Compose to a given musical structure eg ABA
* Use notation, including staff notation, confidently and clearly.
* Create music which meets specific criteria.
* Use the pentatonic scale
* Choose the most appropriate tempo for a piece of music.
* Differentiate between 4/4 and ¾ time.

***MMC: Improvise freely over a drone. Improvise over a simple groove, responding to the beat; experiment with a wider range of dynamics, including ff, pp, mf and mp.******Compose melodies made from pars of phrases in either C maj or A min. Compose a short ternary piece in pairs. Use chords to compose music to evoke a specific atmosphere etc, or accompany a silent film or to set a scene.*** | Our musicians can: * Improvise and compose with awareness of musical dimensions and different genre.
* Read and record using simple staff notation.
* Use methods of notation confidently and clearly.
* Can use different musical devices in compositions such as chords and chromatics.

***MMC: Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove.******Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale. Notate this melody. Compose melodies made from pairs of phrases in either G maj or E min; can enhance with chordal or rhythmic accompaniment. Compose a ternary piece, using available music software / apps to create and record it.***  |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils |  |
| * Children will have access to regular use of tuned and untuned instruments in lesson times.
* Opportunities for peripatetic music lessons.
 | • Children will have access to regular use of tuned and untuned instruments in lesson times. • Opportunities for peripatetic music lessons.• DMS Musicianship Programme for a term during Y4 | • Children will have access to regular use of tuned and untuned instruments in lesson times. • Opportunities for peripatetic music lessons. | * Children will have access to regular use of tuned and untuned instruments in lesson times.
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