 **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? |
| **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. * Opportunities for peripatetic music lessons. |