



## Curriculum Intent and Policy

*"Building a life-long love of learning in a safe and happy school."*

# Music Curriculum Intent

## Principles

Music is given a high profile in the school. As well as being a National Curriculum subject with intrinsic value, we regard Music to be a valuable force for enriching pupils' wellbeing, work and attitudes; offering multiple benefits across the whole curriculum and beyond. Our commitment to high quality Music Education supports children's personal development. Our Music Policy summarises the fundamental importance of making music thus: **Making music feels good physically and emotionally. It engages the body, raises the spirit and moves the soul.**

We offer a firm grounding in core musicianship skills sufficient for children to be able to access with confidence further music making opportunities both at junior and secondary school, and in their wider life on into adulthood. By the time children leave Loughton Manor First School at the age of seven, children will have a solid grounding key areas of musical knowledge and skills. They will

- understand and demonstrate the skills of rhythm and pulse by keeping a steady beat as well as changing rhythm and tempo within a steady beat
- understand and demonstrate skills in pitch by pitch-matching with vocal accuracy, and identify higher and lower pitches
- play tuned and untuned instruments musically, and with the correct technique
- understand and use age-appropriate musical vocabulary and notation

By singing regularly and to a high standard, children will also be able to sing confidently and accurately, and will have gained substantial experience of the potential for pleasure and satisfaction that participating in regular choral activities brings. Children will:

- develop an understanding of a range of singing styles and genre
- sing expressively and with good articulation
- be able to hold a part in a group
- understand the posture and breathing needed for singing
- begin to be able to identify when singing is flat/sharp/in tune, and how to adjust accordingly

Every child will learn a musical instrument throughout the whole of Year 2. They will have regular experience of ensemble playing, including developing the basic musicianship skills:

Children will have had the opportunity to extend their skills in composition and making their own music during regular outdoor lessons which will also make use of the fixed outdoor instruments and the stage area.

Children will be encouraged to be creative in their independent music making; offering their ideas and exploring percussion instruments in their play, pitched and non-pitched, as an introduction to composition.

Children will have opportunities to perform for adults and peers, and have the opportunities to evaluate their own and others' performances.



## Progression in Musical Skills and Understanding

National Curriculum Expectations			
	Foundation Stage	Year 1	Year 2
	<p><u>Early Learning Goals</u></p> <p>Children sing a range of well-known nursery rhymes and songs</p> <p>Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>● use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>● play tuned and untuned instruments musically</li> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	
LMFS Curriculum Coverage			
RHYTHM & PULSE	Foundation Stage	Year 1	Year 2
	<p>Respond to a steady beat through movement</p> <p>Respond to a changing pulse</p> <p>Respond to visual prompts e.g. pictures</p> <p>Understand the terms fast and slow</p>	<p><b>As Foundation Stage plus:</b></p> <p>Understand syllables and word chants as they relate to a steady pulse</p> <p>Learn and perform short rhythm patterns</p> <p>Learn and perform short rhythmic patterns and ostinato within a steady beat</p> <p>Respond to a changing pulse with control (body)</p> <p>Respond to changes of beat with control (instrumental)</p> <p>Use tuned and untuned percussion to play rhythms solo and as part of an ensemble</p> <p>Read, understand and</p>	<p><b>As Year 1 plus:</b></p> <p>Select a suitable pulse when composing</p> <p>Respond to and understand a metre of 3 or 4</p> <p>Use written notation to create and perform their own rhythm patterns</p> <p>Internalise a steady beat and changing rhythm</p>

		<p>respond to written notations relating to crotchet, quaver and crotchet rest</p> <p>Listen to and recreate different rhythms from around the world</p>	
<b>PITCH</b>	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
	<p>Identify high and low sounds</p> <p>Copy high and low sounds</p> <p>Follow changes in pitch with movement</p>	<p><b>As Foundation Stage plus:</b></p> <p>Listen, identify and respond to high, medium and low sounds.</p> <p>Sing familiar songs in a range of high, low and expressive voices.</p> <p>Follow pictures and symbols as a guide to pitch.</p> <p>Learn and perform songs maintaining good pitch alongside accompaniment and others.</p> <p>Respond to changes in pitch with movement</p> <p>Identify movement of pitch as either step or leap</p>	<p><b>As Year 1 plus:</b></p> <p>Sing independently within a singing game or song</p> <p>Use knowledge to sing in canon, rounds and songs with simple harmonies</p> <p>Sing with a sense of phrase and awareness of technique</p> <p>Recognise simple notation on a staff as it relates to pitch.</p> <p>Accurately play a minimum of 5 notes accurately in response to written notation</p> <p>Respond to changes in pitch with movement and hand signs</p> <p>Identify and respond to major and minor chords/keys and link them to mood</p>
<b>SINGING</b>			
	<p>Starting and stopping with accuracy</p> <p>Beginning, ending and repeating</p> <p>Sing in unison</p> <p>Call and response songs</p> <p>Copy loud/quiet singing</p> <p>Explore long/short singing</p>	<p><b>As Foundation Stage plus:</b></p> <p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch</p> <p>Respond to simple visual direction and counting in</p> <p>Sing a wide range of call and response songs with controlled vocal pitch and accuracy</p> <p>Sing songs within an age-appropriate pitch range</p>	<p><b>As Year 1 plus:</b></p> <p>Know the meaning of dynamics and tempo, responding musically to a conductor</p> <p>including understanding notion of a coda</p> <p>Verse and chorus/rounds</p> <p>Use knowledge of loud/quiet singing to make choices or selections</p> <p>Comment on combination</p>

		<p>Understand that songs have structure such as beginning, middle and end</p> <p>Generate long/short notes when singing</p>	<p>and arrangement of vocal sounds (round/polyphony/unison)</p> <p>Understand that singing can be layered and recognise the effects of silence</p>
<b>INSTRUMENTAL</b>			
	<p>Copy loud/quiet sounds</p> <p>Explore long/short sounds</p> <p>Begin to notice combinations of sound e.g. wood/metal/shaker/skin sounds</p> <p>Talk about 'Sound colours' e.g. this sounds like..</p> <p>Use specific sounds to accompany songs e.g. a tinkling for Twinkle Twinkle</p> <p>Explore sounds through play and movement</p>	<p><b>As Foundation Stage plus:</b></p> <p>Generate long/short sounds</p> <p>Identify two contrasting sounds played together</p> <p>Use different sounds/combinations of sounds when playing in groups</p> <p>Add a simple drone or ostinato as accompaniment</p> <p>Understand how different instruments generate their particular sounds</p> <p>Follow signs and symbols</p>	<p><b>As Year 1 plus:</b></p> <p>Use knowledge of loud/quiet playing to make choices or selections</p> <p>Respond to notation when playing their instrument</p> <p>Pick out tunes by ear, encouraging aural awareness. Follow signs and symbols</p> <p>Begin to use two hands when playing.</p> <p>Respond to changing tempi as part of a group</p> <p>Begin weekly instrumental learning in groups; violin, 'cello, trumpet or recorder, and regular percussion ensemble work. Through these they start to play together in large groups/as a class</p>
<b>MUSIC APPRECIATION</b>			
	<p>Describe sounds they are played in pre-recorded or live experiences</p> <p>Develop preferences for different sounds</p> <p>Use their knowledge of sounds to inform listening e.g. a drum plays a soldier's march</p>	<p><b>As Foundation Stage plus:</b></p> <p>Listen to live and recorded instruments and musical compositions</p> <p>Develop an understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p> <p>Identify the shape of phrases, the use of instruments, the use of musical elements such as dynamics, pitch, rhythm, pace and duration</p>	<p><b>As Year 1 plus:</b></p> <p>Identify composer's use of loud/quiet sounds</p> <p>Comment on combination and arrangement of sounds (round/polyphony/unison)</p> <p>Understand that sounds can be layered and recognise the effects of silence</p> <p>Identify some simple combinations of instruments in recorded music</p> <p>Recognise how the musical</p>

		<p>Begin to use words such as 'loud'/quiet', 'long/short' and 'fast/slow' when responding</p> <p>Respond to different moods and well-defined changes in sounds</p> <p>Begin to use musical vocabulary such as 'pitch' and 'pulse' when responding.</p>	<p>elements are used to create mood and effect</p> <p>Identify the composer's intention</p> <p>Identify the shape of phrases, the use of instruments and the use of musical elements</p>
<b>OUTDOOR MUSIC</b>			
	<p>Identify environmental sounds</p> <p>Explore the fixed outdoor musical instruments</p> <p>Explore objects with regard to sounds they can make</p>	<p><b>As Foundation Stage plus:</b></p> <p>Identify and recreate environmental sounds</p> <p>Use the fixed outdoor instruments to create compositions independently and as part of a taught lesson</p> <p>Create their own outdoor instruments</p>	<p><b>As Year 1 plus:</b></p> <p>Create their own outdoor instruments to make a 'designed' sound</p>
<b>COMPOSITION</b>	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
	<p>Use a steady pulse to show characters e.g. a horse or a soldier</p> <p>Explore sounds inside and outside in response to given stimuli</p> <p>Respond to pictures, stories and objects with sound</p>	<p><b>As Foundation Stage plus:</b></p> <p>Organise sounds into a sequence</p> <p>Begin to combine sounds and to select the timbre and duration of sounds</p> <p>Explore rhythmic patterns when given phrases or time values to work with</p> <p>Create simple clapped or played patterns</p> <p>Create graphic scores using taught and improvised notations</p>	<p><b>As Year 1 plus:</b></p> <p>Select instruments of appropriate pitch for composition</p> <p>Use of ostinato patterns in layers and following rhythmic/word patterns</p> <p>Begin to combine sounds and to select the timbre and duration of sounds</p> <p>Use learnt aspects of structure in composing to create sequences of sound</p> <p>Organise sounds into beginning, middle, end</p> <p>Vary dynamics</p> <p>Explore rhythmic patterns when given phrases or time values to work with</p> <p>Use a full range of available</p>

			instruments and percussion to create desired sounds
<b>PERFORMING</b>	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
	<p>Sing songs to parents and add simple instrumental accompaniments to well-known rhymes and songs</p> <p>Remember significant moods/atmospheres/sounds e.g. a happy piece/a loud crash at the end, and respond through movement</p>	<p><b>As Foundation Stage plus:</b></p> <p>Understand the concept of 'performance ready' when preparing to perform</p> <p>Sing and play in school performances and assemblies in unison or canon</p> <p>Sing with good diction, expression and increase in confidence</p> <p>Be able to add appropriate movements or gestures to add expression to their music</p> <p>Suggest ways in which their own and others' performances might be improved using appropriate musical terminology</p>	<p><b>As Year 1 plus:</b></p> <p>Sing and play in school performances and assemblies in unison, canon or simple two-part arrangements</p> <p>Be aware of dynamic range, character, ensemble and balance</p> <p>Be able to maintain an independent part within large groups</p> <p>Comment upon the effectiveness in response to a composer's brief e.g. the purpose, intention of the music</p>
<b>MUSICAL TERMINOLOGY</b>	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
Vocabulary that children should know, understand and be able to use in a practical context	<p>Steady beat (pulse)</p> <p>High</p> <p>Low</p> <p>Fast</p> <p>Slow</p> <p>Loud</p> <p>Quiet</p> <p>Long</p> <p>Short</p>	<p>As before +</p> <p>Rhythm</p> <p>Pitch</p> <p>Round</p> <p>Warm up</p> <p>Accompaniment</p> <p>Introduction</p> <p>Conductor</p> <p>Solo</p> <p>Percussion</p> <p>Tuned</p> <p>Untuned</p> <p>Ostinato</p> <p>Ta</p> <p>Te-Te</p> <p>Verse</p> <p>Chorus</p> <p>Structure</p>	<p>As before +</p> <p>Pulse</p> <p>Rallentando</p> <p>Accelerando</p> <p>Crescendo</p> <p>Diminuendo</p> <p>Pause</p> <p>Phrase</p> <p>Coda</p> <p>Harmony</p> <p>Walk</p> <p>Glide</p> <p>Stride</p> <p>Jog</p> <p>Dynamics</p> <p>Tempo</p> <p>Sections of the symphony orchestra</p> <p>Texture</p> <p>Timbre</p>

## Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning such as Maths, Phonics, Dance, English and Drama can all incorporate elements of rhythm and song. Further details of timetabling and organisation of the Music Curriculum are to be found in the Music Policy below

Key implementation principles are:

- KS1: Weekly singing assemblies
- EYFS & Yr 1: Weekly music lessons incorporating outdoor lessons and Music Appreciation
- EYFS & KS1: Daily opportunities to sing in class and in play for all pupils
- Year 2: Weekly instrumental tuition and additional outdoor lessons and Music Appreciation lessons
- EYFS & KS1: Performance opportunities such as; Family Carol Concert and Mother's Day Assembly (not Nursery), Nativities; End of term performances (summer term) Leavers' Celebration.
- Additional opportunities to perform as part of wider Milton Keynes events are also embraced.

### **Differentiation and Inclusion.**

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident, accurate pupils or an adult to enable participation.

Some children with SEND will participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed.

Opportunities for children to lead and develop ideas will contribute to the extension for more able children. Teachers plan lessons and activities that incorporate scope for elaboration, demonstration, leading, solo work etc for children who demonstrate strength in music.

### **Assessment**

Assessment in Music is by a light touch, and almost all via visual and aural observation. It is dynamic in the formative context, relying on the skill of the teacher to model, correct and guide all pupils.

In addition to this, sample video recordings are made throughout each half term in order to monitor the progress of skills. This is used to inform planning as well as assess attainment.

When there is a requirement to form solo/chorus/semi chorus parts (eg for performances), then simple pitch matching activities are arranged, with discreet notations made of those children who might be well able to take on such a role.

There are key outcomes for each year group upon which observations are built, in the form of the following 'I am a (age group) pupil and I can...'. statements, but the requirement to note is summative at the end of the year,



and only noted for those children whose skills and knowledge are still emerging, or who are clearly exceeding.

## **POLICY**

### **Philosophy**

We believe that Music, as well as being a National Curriculum foundation subject in its own right and an important aspect of the Expressive Arts and Design area of learning in Foundation Stage, is a valuable force for the enrichment of pupils' work and attitudes. It offers benefits across the whole curriculum:

- Music promotes children's spiritual development, imparting a sense of joy, both through physical enjoyment of musical participation and the uplifting nature of some of the music we listen to.
- Listening to music that captures mood and atmosphere helps children reflect on their own and others' emotions.
- Participating as performers raises children's self-esteem and confidence.
- Active involvement in music-making nearly always requires co-operation and working closely together – quite literally 'in harmony' and 'playing one's part'.
- It is a forum in which many children who may otherwise not find it easy to excel have a chance to shine and become leaders.
- Music-making offers opportunities to develop and practise motor skills and co-ordination. It links strongly to PE work in dance.
- Singing together introduces a wealth of new descriptive vocabulary, and discussing the meaning of lyrics and instrumental music can be informative, encourage moral awareness and sensitivity, or move children's sense of humour on by explaining why elements are intended to be jokes.
- The links between music and maths are myriad. These links are based upon pattern and structure, arguably the foundation of both subjects. This is evident too in work in Science across the key stages where study about sound, how it is produced and varies in pitch and

dynamics, and how it travels, can be accessed by means of instrumental and vocal work.

- Recording of traditional notation of music is itself a time/pitch graph, and pupils' own methods of notation employ strong graphical and data display influences.

- Music is a good way of reflecting the rich variety of cultures in the world and can give context and meaning to work in Geography, RE and multicultural education. Similarly, it supports History by being an additional window on the past, through experiencing instruments and music from other times, including singing traditional songs.

- It offers a lifelong pleasure which can be especially beneficial during older childhood and adolescence where belonging to a musical organisation – choir, band, orchestra, dramatic society, etc. can be a positive influence guarding against feelings of boredom and apathy. These benefits can continue into adult life – having an interest in singing or playing gives a person immediate entrée into a social group in any town or city worldwide.

To return to the first of the points above, here is why we give music such prominence:

### **Specific Aims**

- We will teach a broad and balanced music curriculum including all aspects of the National Curriculum at levels appropriate to the children's development. Children will become confident and enthusiastic musicians.
- Our teaching will challenge children to aspire to reach their musical potential.
- Children will learn to enjoy music for its own sake.
- We will provide regular opportunities for children to share and celebrate their musical achievements by performing informally to and/or with colleagues in lessons and assemblies, and formally in concerts and at public events.

## Curriculum & Objectives

### EYFS

Within the Expressive Arts and Design strand of the Development Matters curriculum, the following knowledge and skills should be taught to children in EYFS:

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups
- Sing a range of well-known nursery rhymes and song
- Perform songs, rhymes, poems and stories with others, and (when appropriate) to try to move in time with music

### KS1

The National Curriculum states that for music, children should:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

As a school which places particular value on music, we aim to go beyond the minimum requirements of the National Curriculum for music. We ensure that we address these requirements encompassing the full breadth of study.

In singing, children will:

- begin to build a repertoire of songs which have a vocal range and content relevant to their age group, and which show an increasing control over pitch, rhythm, dynamics and phrasing.
- experience singing in a group and be able to respond to verbal and non-verbal cues.
- extend their singing repertoire to include simple part-songs and rounds, vocal improvisation and material from a wide variety of styles and cultures.

Our teaching will make it possible for children to become composers through learning:

- to consider sound sources e.g. self, hands, feet, voice, environment, instruments; and be able to select appropriate sound sources for a task.
- to become aware of the elements of music:-

pitch	→	high/low
duration	→	long/short, pulse or beat, rhythm
dynamics	→	loud/quiet/silence
tempo	→	fast/slow
timbre	→	quality of sound
texture	→	several sounds/one sound
structure	→	same/different, beginning/middle/end, repeat/contrast, simple AB ABA and ABACA forms

- to develop an understanding of musical pattern in rhythm, pitch and structure.
- to record musical pattern using simple symbols, and to play them back.
- to use musical pattern in song accompaniment and composition, both individually and as a member of a group.
- to listen to and recognise music from a variety of different styles and cultures and to talk about it using appropriate language.
- to be aware that music comes from a time and a place, and has a composer, and increasingly use knowledge to identify these.

## Organisation

### EYFS

As well as much ongoing informal music making through songs, dance, role play and stories, FS1 nursery children have a group music session weekly with their key worker.

Children in the Foundation Stage have a scheme that develops motor control for writing linked to music and movement called Write Dance. This introduces a wide range of music listening and encourages physical response to music.

### Year 1

Children in Year 1 have weekly Music lessons with the Music Subject Leader. These follow the Active Music programme for the areas of Rhythm and Pulse, Pitch and Instruments. Additional lessons for Outdoor Music and Music Appreciation are planned by the Music Subject Leader, following guidance from the Model Music Curriculum. These are planned to take full advantage of the outdoor areas, fixed instruments and indoor resources in and around the school, and also take advantage of individual teacher skills and experience.

## Year 2

Children in Year 2 also have weekly music lessons with a music specialist – either their instrumental specialist teacher (from MKMusic Hub) or the Music Subject Leader (Rachel Davidge) All lessons are planned to progress through the Music National Curriculum, and many sessions use the Active Music programme as their foundation. Coordination between teachers from MK Music Hub and the school Subject Leader ensure that, whilst the context of learning is instrument dependent, the skills and progression within lessons are consistent across the year. Additional lessons for Outdoor Music and Music Appreciation are planned by the Music Subject Leader, following guidance from the Model Music Curriculum. These are planned to take full advantage of the outdoor areas, fixed instruments and indoor resources in and around the school, and also take advantage of individual teacher skills and experience.

Weekly singing assemblies led by the Music Subject Leader take place with KS1 children in the hall. The focus of these assemblies is to teach wider songs that support PHSE themes, festivals and celebrations – such as belonging to our school, Harvest, Christmas and Spring/Easter.

## Planning

Foundation Stage uses the Milton Keynes Music Service Scheme of Work which is split into 6 Units of Study. The units are topic based and can be used in any order. Schemes used cover all the musical elements and the requirements of the National Curriculum programmes of study, and the FS Development Matters for Expressive Arts and Design within the aspects 'Creating with Materials' and 'Being imaginative'.

For KS1 pupils, Music lessons comprise specialist instrumental lessons (Yr 2) , and also lessons drawn from the Active Music programme created and tailored by the Music Subject Leader. Active Music is organised into units which are used as a basis for medium term plans. Interwoven into the units on Rhythm and Pulse, Pitch, Instrumental and Singing Games are lessons on Music Appreciation which focus on elements of world music (for example, the Indian Raga as part of One

World Week) as well as significant compositions that introduce children to a range of styles and orchestration techniques, which are selected by the Music Subject Leader from a range of suggestions published in the Model Music Curriculum

In addition, a sequence of lessons is reserved in order to cover the singing content of each year group's annual performance.

### **Outdoor Music**

At Loughton Manor First School we pride ourselves in our school grounds and benefit from a community rich with learning opportunities. We recognise the importance of Outdoor Music (OM) on our children's development and plan OM opportunities whenever possible. This includes opportunities to make music out of doors, and in fact is a very helpful strategy when exploring sounds and composing, so that loud and enthusiastic playing can be enjoyed without disturbing others.

Music lessons planned by the Music Subject Leader take advantage of outdoor spaces, fixed outdoor instruments and other resources wherever possible and these opportunities are embedded within lesson plans at least half-termly.

### **Singing**

The myriad benefits of early singing are well understood and are clearly supported by extensive research. The aims of singing at LMFS are as follows:

- To extend beyond the skills taught as part of the National Curriculum
- To treat children as young singers, not merely children singing songs
- To use specialist knowledge to develop choral techniques such as breathing, good posture and phrasing
- To develop confidence in those children who wish to take semi-choir or solo parts
- To use specialist knowledge to support the children's vocal development
- To promote the musicianship required for part and harmony singing
- To promote performance and presentation skills
- To take opportunities to become involved intra-school singing
- To take part in local festivals whenever possible

### **Sing Your Way Through The Day**

Staff are encouraged to use songs, sung phrases or chants informally as part of their normal school day routine. It is particularly useful for 'transitions' – for example for gaining attention, as a stopping command, tidy up time, beginnings and ends of lessons. It is a great stress relieving classroom management strategy; staff can spend more time in a relaxed manner without the need to raise their voice, and it gives everyone a chance to bond and gives a 'feel good factor' to the classroom. It underpins musical skills daily, sense of pitch, rhythm, pulse etc. This 'little and often' approach supports the establishment of singing as a part of everyday life for all ages. We have a wealth of song books, CDs and tapes, offering a large repertoire much of which is linked to other subjects. The songbooks are stored in Leopards Room

### **Musical Play**

Specific Year 2 children are selected as Play Leaders each year, alongside their role to provide positive play opportunities for all children, are trained by the Music Subject Leader to promote, teaching and leading singing games in the playground. The benefits are both social and musical, as well as adding an enjoyable play activity to children's leisure time.

Midday Playworkers are also briefed by the Music Subject Leader on the appropriate use of the outdoor instruments to ensure that they can encourage the children's independent exploration of music - making, whilst making sure that the instruments are used safely and respectfully.

### **Assessment**

FS pupils have assessments related to music making as part of their FS profile in Expressive Arts and Design.

KS1 pupils have formative observational assessments during the course of lessons, and summative assessments of their end of year progress in learning an instrument.

Year group progress is also monitored by taking selected video recordings\* during each unit of curriculum teaching, and also during the sequence of singing assemblies. This provides an accurate record of the progress of skills which can be used to inform both formative and summative assessment without disrupting dynamic teaching time.

\*Videos are recorded using school ipads and are transferred to the school Gdrive in the relevant folders. There is no sharing or publicising of the recordings so no permissions need to be routinely sought.

### **Resources**

There are class sets of tuned and untuned percussion instruments stored in Leopards room, for example, claves and chime bars. Supplementary instruments such as glockenspiels, drums and shakers

are available to augment group work and performances. Rhythm flashcards used in singing and recorder teaching are also available.

The Music Subject Leader creates and maintains a folder with individual lesson plans and resources including details of web links to access demonstrated content on the Active Music website.

There is a full set of descant recorders kept in Year 2 for instrumental lessons. These are sterilised after each use, and sterilising fluid and a bucket is provided for this.

Also in the hall is a Bluetooth-enabled sound system which supports CD and MP3/MP4 playback. It also has linked hand-held microphones.

There is a selection of instruments particularly suited to Foundation Stage, and sufficient for a class, stored in a large transparent box in the Foundation Stage Unit. These are mainly used for lessons. There is a further selection of FS instruments available for the children to use as part of their exploratory pupil led learning.

Various other scheme materials and other teacher resources for Music are in the Leopards room, including a number of performance scores and a wide range of music books containing music and songs for a wide range of seasons, festivals and occasions.

There is a school I-pod which has a range of songs and backing tracks – mainly Singing Sherlock.

### **Instrumental Tuition**

All children in year 2 learn an instrument:-

Generally any children are able to be included, but the Music Subject Leader will on occasion have individual discussion with parents if their child's learning needs/maturity mean that it would be advisable to wait until their child is a little older before paying for instrumental tuition. Conversely, the Subject Leader may also identify children who show particular aptitude for music and discuss this with their parents.

### **Strings**

The school, in collaboration with Milton Keynes Music Hub, provides the opportunity for approximately 20 children in Year 2 to learn violin or 'cello, and 7 to learn the trumpet, using an ensemble method. This includes musicianship training using the Dalcroze method, as well as playing the instruments. The cost of this is met by parents, and instruments are hired to pupils by MK Music Hub and/or LMFS.

### **Brass**



Two group lessons for learning the trumpet take place at the same time as the Strings ensembles. MK Music Hub has purchased 'pocket trumpets' specially for use at our school – a normal Bb instrument, but coiled in a more compact design easier for younger players.

### **Recorders**

Any year 2 child who is not in one of these above groups has a weekly recorder lesson. These lessons combine both general musicianship and curriculum areas as well as specific instrumental skills. These are taught by the Music Subject Leader (Rachel Davidge)

### **Roles and Responsibilities**

The Music Subject Leader, currently Rachel Davidge, is responsible for the review of the subject policy, annually. The subject leader's role also includes supporting colleagues, providing CPD, purchasing resources, monitoring their use and leading the development of all aspects of music teaching in the school, in line with our Subject Leader's job description.



## FS2 Assessment – Outcome Statements for Music

<b>FS2 Class</b>	
<b>Number in Class</b>	
<b>Number of SEN in class</b>	
<b>Number of EAL in Class</b>	
<b>Number of PP in Class</b>	

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

### I am a Foundation Stage 2 child. I can:

- Respond to a steady beat through movement
- Respond to a changing pulse
- Understand the terms fast and slow
- Identify high and low sounds
- Join in call and response songs
- Start and stop accurately
- Develop preferences for different sounds
- Explore musical instruments
- Respond to pictures, stories and objects with sounds
- Sing a range of songs and nursery rhymes

### Working towards (names and comments)

### Greater Depth (names and comments)

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### Assessment – Outcome Statements for Music

<b>Year 1 Class</b>	
<b>Number in Class</b>	
<b>Number of SEN in class</b>	
<b>Number of EAL in Class</b>	
<b>Number of PP in Class</b>	

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

**I am a Year 1 child. I can:**

- Respond to a changing beat
- Learn and perform short rhythmic patterns
- Used tuned and untuned percussion to play rhythms as a soloist and as part of an ensemble
- Follow simple musical notation
- Sing a range of songs from memory
- Use layered sounds when playing in a group
- Use age-appropriate musical terminology accurately
- Organise sounds into a sequence
- Develop an understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing

<b>Working towards (names and comments)</b>	<b>Greater Depth (names and comments)</b>

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### Assessment – Outcome Statements for Music

<b>Year 2 Class</b>	
<b>Number in Class</b>	
<b>Number of SEN in class</b>	
<b>Number of EAL in Class</b>	
<b>Number of PP in Class</b>	

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

<p><b>I am a Year 2 child. I can:</b></p> <ul style="list-style-type: none"> <li>● Internalise a steady beat and changing rhythm</li> <li>● Sing with a sense of phrase and awareness of technique</li> <li>● Repond to changes in pitch with movement and hand signs</li> <li>● Use age-appropriate musical terminology accurately</li> <li>● Sing and play with attention to timbre and dynamics</li> <li>● Recognise how musical elements are used to create mood and effect</li> <li>● Select instruments of appropriate pitch / timbre for composition</li> <li>●</li> </ul>	
<p><b>Working towards (names and comments)</b></p>	<p><b>Greater Depth (names and comments)</b></p>

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