



Curriculum Intent - Music

Intent

We value Music as an important part of the children's entitlement to a broad and balanced curriculum. Music interweaves through all areas of learning and development and provides children with the opportunity to develop independence, to express their creativity, thoughts, feelings and ideas and to work collaboratively.

Language and vocabulary development are valued within Clowne Infant School and we believe that Music should be language rich, it should provoke discussion and children should be exposed with new and accurate vocabulary. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being a human.

At the start of any Music lesson, it is the intent to give a clear introduction to the subject of the lesson and always begin with reflecting on what children already know. High quality music lessons should engage, inspire and challenge pupils, equipping them with the confidence, the opportunity to express themselves and the knowledge and skills to experiment, problem solve, reason, value, compose and progress, whatever their ability. Music should provide opportunities to empower SEND children. As children move through school, the planning of music progression should enable children to think critically and draw upon their previous knowledge, personal knowledge and skills to inform their decision making in music.

Children should appreciate the power of music, the impact it has on emotions and wellbeing, how it is a way of communicating across the world and to value the different genres of music. They should also know how music can reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Implementation

The teaching of Music at Clowne Infant and Nursery School is based upon the EYFS, The National Curriculum and a '*Musical School Program*' scheme of work, an off the shelf curricular which the school has purchased called '*Charanga*' (which is part of the Derby and Derbyshire Music partnership). The '*Musical School Program*' sets out clear progression of skills in music throughout KS1 and supply's half termly blocks of music based around one song over a 6 week period for Reception through to Year 2. This structure allows musical activities to be introduced, revisited and developed to ensure a clear structure for the teaching and the progression of skills in music.

SCHEME

FREESTYLE

INSTRUMENTS

SING

SEND

MY WORKSPACE

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Scheme

Get started: [Scheme Overview and Documentation](#)

Previous Scheme: The previous Scheme is still [available here](#).

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<div>YEAR</div> <div>R</div> <div>OVERVIEW & PLANNING</div>	<div>Me!</div> <div>1 2 3 4 5 6</div>	<div>My Stories</div> <div>1 2 3 4 5 6</div>	<div>Everyone!</div> <div>1 2 3 4 5 6</div>	<div>Our World</div> <div>1 2 3 4 5 6</div>	<div>Big Bear Funk</div> <div>1 2 3 4 5 6</div>	<div>Reflect, Rewind and Replay</div> <div>1 2 3 4 5 6</div>
<div>YEAR</div> <div>1</div> <div>OVERVIEW & PLANNING</div>	<div>Hey You!</div> <div>1 2 3 4 5 6</div>	<div>Rhythm In The Way We Walk and The Banana Rap</div> <div>1 2 3 4 5 6</div>	<div>In The Groove</div> <div>1 2 3 4 5 6</div>	<div>Round And Round</div> <div>1 2 3 4 5 6</div>	<div>Your Imagination</div> <div>1 2 3 4 5 6</div>	<div>Reflect, Rewind and Replay</div> <div>1 2 3 4 5 6</div>
<div>YEAR</div> <div>2</div> <div>OVERVIEW & PLANNING</div>	<div>Hands, Feet, Heart</div> <div>1 2 3 4 5 6</div>	<div>Ho Ho Ho</div> <div>1 2 3 4 5 6</div>	<div>I Wanna Play In A Band</div> <div>1 2 3 4 5 6</div>	<div>Zootime</div> <div>1 2 3 4 5 6</div>	<div>Friendship Song</div> <div>1 2 3 4 5 6</div>	<div>Reflect, Rewind and Replay</div> <div>1 2 3 4 5 6</div>

Musical teaching and learning is not neat or linear, children do not learn in straight lines. The strands of musical learning, presented within the 'Charanga' lesson plans and the on-screen resources, are part of the learning spiral. Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts, it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship.

The children are taught Music in Reception, Year 1 and 2 as part of their topic based curriculum, whilst in Nursery, in the moment planning is followed. 'Letters and Sound' is taught throughout school (including Nursery) and plays an important part in introducing children to the sound system and communication, focussing on 'sound discrimination' and 'environmental sounds' (aspect 1), 'instrumental sounds' (aspect 2), 'body percussion' (aspect 3) 'Rhythm and rhyme' (aspect 4) and 'Voice sounds' (aspect 6).

Across the school, a progression of skills is in place. This ensures that children are given the opportunity to revisit and review previous learning, whilst systematically building upon these existing skills to move their learning forward, thus preparing them for the next stage in their learning and development. The progression of skills covers inter-related dimensions, exploring and creating simple music sounds with voices and instruments, making up rhythms, compositions and performance. Coverage can be noted within year group topic overviews and the progression of skills documents provided by 'Charanga'. The 'Charanga' scheme ensures that learning in music is hands on, interactive, challenging and inspiring.

Inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure are part of the back bone of Music teaching and are communicated and shared with children through their infant experience (starting in Nursery). The key vocabulary forms an important strand of understanding music and will be continually related to throughout any teaching, speaking and sharing of music that takes place in and around school. Each year group will repeatedly relate to the musical terms during 'music sessions' which allows children to recap and build on previous learning and ensure a sound understanding of the key vocabulary and its place in music. Key displays of 'musical terms' will be displayed around school to prompt both teachers' and pupils'. Before any singing session all children are encouraged to engage in vocal warm up games and mouth exercise games.

We recognise that music doesn't have to be taught within a 'Music session'. Music and its magic are incorporated into daily practices and through other curriculum subjects, we use it *'in the moment'* e.g. burst into song when a word or action prompts us to do so, we inspire pupils to develop a love of music in their day to day practice and as they move around school. Staff give them tools, critically engage them, allow them to compose and listen with discrimination to music, Teachers' generate opportunities to create and share children's attempts, critique and achievements in music both in school and at home. Through self and peer evaluation we celebrate both our own and other people's successes.

Impact

Within Music teaching, we strive to instil an appreciation and enjoyment of music to enrich the children's learning experience. Our Music curriculum is high quality and is planned to demonstrate progression. The Charanga scheme is instilling confidence in teachers and staff, they feel they are now better equipped to deliver timetabled, quality music sessions.

We value Instruments and believe they should be shared and respected, not kept in a cupboard for structured use. Both FS1 and FS2 display instruments in their 'continuous provision' allowing children to see, explore and use instruments at their leisure. A shared outdoor area provides a wealth of sound exploration through 'extra-large instruments' and the use of household items in the 'Witches kitchen' used to create sound.

In KS1, again, instruments are displayed as part of continuous provision to support topic based curriculum and the 'Charanga' scheme.

We measure the impact of our curriculum in the following ways -

- Pupil discussions about their work and what they have learnt and how it influences them, including SEND and disadvantaged children.
- Continual marking, observations and assessment of the childrens' work
- 'Book Look' and observations during the 'Perform and Share' at the end of units – by the subject leader in order to monitor the content of teaching and quality of work.
- Lesson plan observations/evaluations and outcomes noted by class teacher.
- Quality of 'Tapestry' observations within the EYFS.
- Children in the EYFS are formally assessed against Development Matters, within '**Expressive Art and Design**' termly (in Nursery at three points; beginning/middle/end depending on the Childs' age/start date). At the end of The EYFS pupils are assessed against the ELG's. Data from this is analysed by the subject leader.
- Teaching staff in KS1 assess children's ability in Music termly, based upon two units of 'Charanga' scheme of work; **Ongoing Focus**; Listening and Appraising, Musical Activities and Performing and Sharing and **Unit-specific Focus**. Data from this is analysed by the subject leader.
- Pupil progress is monitored closely and used to inform teaching, before being shared between year groups upon transition.
- Outcomes in Music for SEND children' and PP children' closely monitored and tailored to their needs.
- Can/does our Music curriculum support individuals' home interests in music?