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1. Introduction

At Forefield Community Infant & Nursery School we believe music is a universal language which fosters creativity in all children. We aim for our Music curriculum to engage, inspire and empower children through a rich knowledge of music linked to Geography, History, Art and exploring diverse cultures throughout the world. Through music children can become passionate musicians, creative artists and confident performers in their own right.

2. Intent

Music is key in early childhood development helping to grow children's knowledge of sounds and understanding of words and supporting children's motor skills and self-expression through movement to music. The Education Endowment fund indicates the positive impact of arts participation on children's holistic development and improved outcomes have been identified in the core subjects (English/Maths/Science).

At Forefield Community Infant and Nursery School we aim to deliver a broad and rich Music curriculum, giving all children the opportunities to develop as musicians, exploring the world in which they live through the universal language of music. All children will have the opportunity through both our curriculum and extra-curricular activities, to participate in a variety of musical experiences, exploring the value and importance of music in our community and celebrating diversity; locally, nationally and globally.

Our ambitious Music curriculum enables our children to learn and grow as musicians, developing a range of core music skills and knowledge required to play, improvise, compose and perform music confidently. Through our Music scheme Charanga, children listen to and appraise a variety of musical genres from different historical periods including learning about the rich musical history Liverpool has to offer and the significant part played by the Beatles in influencing the music of today across the world.

By nurturing and fostering musical creativity, we aim to give all children the opportunity to develop a passion and love of music and grow as talented musicians.

'Learning and growing together through Music'

3. Implementation

At Forefield Community Infant & Nursery School we follow the EYFS and national curriculum aims. We primarily use Charanga as our school music scheme to deliver those aims which is supplemented to ensure the needs of all of our children are met.

EYFS

Music is taught in EYFS through the Expressive Arts and Design area of learning and the early learning goals – Exploring and Using Media and Materials and Being Imaginative.

Nursery

- Rhyme is discretely taught through daily phonics sessions.
- Stories including those with rhythmic patterns are read daily.
- Songs and nursery rhymes are taught each week.
- Instruments e.g. rhythm sticks are used to develop rhythm, co-ordination and control during the daily gross motor programme (spring term).
- Weekly Kindermusic sessions – combining song, rhyme, movement to music, stories and dance through each unit of work. Each unit has 2 lessons which are repeated over a period of 2 weeks. Each unit lasts 4 weeks.
- Opportunities to explore instruments in indoor and outdoor areas of provision.

Reception

- Charanga scheme is used to teach weekly music lessons in Reception.
- Lessons include listening and appraising, developing core skills – pulse, tempo, pitch and rhythm, learning to sing action songs, play and improvising using body percussion and instrument (from spring term) and performing.
- Learning about the Beatles as a Liverpool band – listening and appraising music they composed and performed.
- Opportunities to explore instruments in indoor and outdoor areas of provision.
- Option to participate in Singing club from spring term onwards.

Key Stage One

Music in Key Stage One follows the National Curriculum aims and objectives. Children have weekly Music lessons using the Charanga scheme. Connections will be made linking music knowledge to the wider curriculum when relevant. In Year 2 children receive specialist Music lessons for 3 half terms per academic year focusing on the voice as an instrument, playing tuned and playing untuned percussion.

Year 1

- Charanga scheme is used to teach weekly music lessons in Year 1.
- Lessons include listening and appraising, developing core skills – pulse, tempo, pitch, rhythm and dynamics, learning to sing in tune, in an ensemble and in call and response, playing and improvising using tuned and untuned percussion and performing.
- Option to participate in Singing club and Percussion club.
- Develop knowledge of the Beatles – listening and appraising music they composed and performed, knowing where they were born and grew up in Liverpool homes (linked to Hist/Geog)

Year 2

- Charanga scheme is used to teach weekly Music lessons in Year 2.
- Lessons include listening and appraising, developing core skills – pulse, tempo, pitch, rhythm and dynamics, learning to sing in tune, in an ensemble and in call and response, playing and improvising using tuned and untuned percussion and performing.
- Option to participation in Singing club, Recorder club and Percussion club.
- Develop knowledge of the Beatles – listening and appraising music they composed and performed, knowing where they were born Liverpool and how they became famous all over the world including in America around the time of Rosa Parks (Linked to Hist/Geog).

4. Impact

The impact of our high quality Music curriculum will be to develop children who:

- can talk confidently about a wide range of musical styles, traditions and genres from a range of periods in history.
- can talk about a great composer, the music they produced and why this was significant.
- know about the rich music history in Liverpool and the influence the Beatles had on music of today.
- can listen and appraise music from a variety of genres, picking out key features and making connections between different pieces of music linking key features within music.
- are confident dissecting musical pieces using core skills (pulse, pitch, rhythm, pitch, tempo, dynamics, arrangement) to evaluate.
- can use own voice confidently and expressively to sing, create, compose and perform.
- can play instruments (tuned and untuned) musically.
- can improvise creatively to music using voices or instruments (tuned and untuned)
- can create/compose a piece of music combining sounds creatively to achieve a desired effect.
- confidently perform a rehearsed song each half term to peers in assembly.
- are inspired by watching high quality live music performed.

EYFS End Points

By the end of Reception children will have listened to, sung and moved to a wide variety of musical genres. They will have been given the opportunity to explore and make sounds using conventional and non-conventional instruments, developing their creativity and awareness of musical forms. They will be confident talking about their likes and dislikes in music and will use core skills to talk about the pulse, tempo, pitch and rhythm in music. They will be able to represent their own thoughts and ideas through music.

Key Stage One End Points

By the end of Key Stage One children will have built on their prior knowledge developing core skills further understanding the use of dynamics, texture and arrangements. They will be able to listen with concentration to a wide range of musical genres and have experienced high quality live and recorded performances. They will build on singing skills in Foundation Stage and by the end of KS1 be able to sing in an ensemble and in parts in different forms. They will be able to play and improvise musically using voices, tuned and untuned percussion and will be able to compose their own 32 bar pieces of music. Children will have studied a range of musical genres, styles and traditions and know about the works of 2 great composers from different periods in history.

At Forefield Community Infant and Nursery School we work closely with Forefield Junior School to ensure progression and continuity in Music education is seamless as Year 2 children transition to their next phase of education.

5. Assessment

At Forefield Community Infant & Nursery School Nursery children learn Music through a focus on songs and rhymes and in the spring and summer terms use the Kindermusik scheme. Reception and Key Stage 1 children are taught using the Charanga Music scheme which is supplemented to ensure we are meeting the needs of our children and the aims and objectives of the National Curriculum. Our bespoke curriculum assessment system using Classroom Monitor allows teachers to assess progress and attainment of children against both knowledge and skill based learning objectives.

Teachers will informally assess during lessons and give oral feedback sharing ways in which children can improve. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Teachers will sometime use I Pads to record and evidence children's progress over a sequence of lessons and to record performances. This evidence may be uploaded to our Music curriculum folders or to Classroom Monitor for moderation of assessment and monitoring of the curriculum.

A Music data capture will occur three times per academic year to support subject monitoring and ensure all children are making progress towards the end points of their year group/phase.

6. Reasonable Adjustments

Within the Music curriculum, teachers will make reasonable adjustments for all children through differentiation, adult support, alteration of equipment and level of challenge to meet the needs of all children in the class. Class teachers can seek advice from the Music subject leader and/or SENCO to ensure reasonable adjustments are made for all children.

7. Extra Curricular Activities

At Forefield Community Infant & Nursery School we pride ourselves on providing extra-curricular activities for all children to participate providing additional opportunities for children to develop as talented musicians or participate in musical experiences. Children attending Music clubs gain accreditation towards Children's University Graduation at the end of Year 2.

Children can access Singing, Recorder and Percussion clubs as extra-curricular activities in school. Children who sing in the choir perform as part of the Sefton Diversity concert each year. Recorder club children perform a concert for children and families at the end of each year in school demonstrating their talents. In Year 2, children are given the opportunity to participate in additional peripatetic music lessons provided by Musical Minds. This bespoke programme offers children an introduction to playing different instruments and concluding with a term of learning to play their instrument of choice from a given selection.

8. SMSC

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our Music curriculum. During weekly celebration assemblies a focus composer and piece of music from different periods in history and musical genres will be played to children to deepen their cultural knowledge through music.

SMSC in music lessons

During Music lessons children will:

- Develop their sense of personal enjoyment through music.
- Learn about the musical world around them, past and present.
- Make links between music and different cultures and societies - locally, nationally and globally, understanding how cultural influences have shaped the world they live in today.
- Develop their own imagination and have the freedom to be creative through music.
- Reflect on music they have listened to, watched and performed.
- Perform together at events within the school and local community.
- Develop understanding and showing respect for different faiths and cultures and celebrate diversity through music.

9. Role of Subject Leader

The role of the subject leader

- Ensure high quality Music lessons are taught across EYFS and Key Stage 1 through our agreed broad and rich Music curriculum.
- Provide subject specific guidance/CPD to colleagues.
- Monitor the Music curriculum delivered to children across the school highlighting strengths and areas for further development.
- Monitor the progress and attainment of children in school in Music.
- Quality assure extra-curricular activities and peripatetic lessons offered by external partners highlighting strengths and areas for further development.
- Manage resources including maintaining/replenishing instruments to support delivery of a high quality curriculum.
- Liaise and work with the Sefton Music Service and Music Hub and other external agencies who provide Music support and provision to children/staff.
- Support staff and co-ordinate music concerts for children to watch and participate in.
- Stay up to date with changes, new initiatives and research that would enhance and support the development of Music at Forefield Infant and Nursery School.

10. Equality Statement

The Music curriculum adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach Music to all children respecting individual needs. The Music curriculum takes into account issues of difference including: gender, race and ethnicity. The Music curriculum ensures music from across a wide range of genres and cultures is listened to, taught and key features explored. Children are also given opportunities to sing and play, compose and improvise in different styles and genres of music.

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