

# Music

## at Cheadle Catholic Infant School

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## Our Vision – *Love, Respect, Shine*

### *Love*

*At Cheadle Catholic Infant School, we provide opportunities for all children to develop a love of music. It is a vehicle for personal expression and it can play an important part in the personal development.*

### *Respect*

*Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in.*

### *Shine*

*Music is a unique way of communicating that can inspire and motivate children as they engage in a variety of musical activities: listening, exploring, composing, performing, and analysing.*

# How is learning sequenced across our school?

## EYFS

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Rhythm work: clap syllables Pitch match/ sing songs/rhymes Untuned percussion Move to music		Rhythm work: clap syllables/cat Pitch match/ sing songs/rhymes Untuned percussion Move to music Dynamics		Rhythm work: clap syllables/cat, monkey Pitch match/ sing songs/rhymes Untuned percussion Move to music Dynamics and tempo	

### Nursery-

Children start by joining in with their favourite songs and nursery rhymes.

- Building up a repertoire of familiar songs, many linked to seasons, festivals and the world around them (e.g Christmas production songs, harvest, etc)
- In Nursery, children begin to show an interest in the way musical instruments sound and how sound can be changed through 'dynamics' and 'tempo'. Children have the opportunity to create sounds by banging, shaking, tapping or blowing a range of untuned instruments. They are exposed to a range of music and encouraged to imitate movement in response to what they have heard.
- By the end of Nursery, the children should be able to recognise the 'cat' rhythm notation and use it as part of rhythm and voice work.

# How is learning sequenced across our school?

## EYFS

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Rhythm work: cat, monkey Pitch match/ sing songs Untuned percussion Move to music Dynamics and tempo		Rhythm work: cat, monkey Pitch match/ sing songs. Tuned and untuned percussion Move to music Dynamics, tempo, pitch		Rhythm work: cat, monkey, rest Pitch match/ sing songs Tuned and untuned percussion Move to music Dynamics, tempo, pitch, duration	

### Reception-

Children expand on their learning by building on their repertoire of songs, chants and rhymes as the year progresses.

- In Reception children can recognise and use the 'cat', 'monkey', 'rest' notation to respond to a range of musical notation and can begin to create and record their own musical rhythm compositions.
- Children continue to learn how sounds are made and changed, exploring a range of untuned and tuned percussion to develop their understanding of dynamics', 'tempo', 'pitch' and 'duration' and can devise short pieces of music in response to given stimulus.
- They continue to explore how to move in response to music, listening to a wider range of musical material. Although some of the activities are integrated throughout the day, discrete music lessons take place weekly in all Reception classes.

# How is learning sequenced across our school?

## Links to the EYFS Framework



1.4 Prime areas of learning	Links to music lessons
<i>Communication and Language</i>	Singing and learning songs Playing instruments in different ways
<i>Physical development</i>	Moving to music Developing coordination when playing instruments
<i>Personal, social and emotional development</i>	Working as a team Responding to music Discussion of song lyrics
<b>1.5 Four specific areas of support</b>	
<i>Literacy</i>	Learning song lyrics Learning to read basic musical notation (musical literacy/reading symbols)
<i>Mathematics</i>	Songs to develop counting skills e.g. 5 round pumpkins
<i>Understanding the world</i>	Listening to music from different countries Learning songs about different events/for different purposes
<i>Expressive arts and design</i>	Using voices, instruments and movement to express themselves

# How is learning sequenced across our school?

**KS1-** Children's experiences in the Foundation Stage are recognised and built upon. The teaching of music is in accordance with the knowledge, skills and understanding required in the National Curriculum.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Building Blocks of Music - Instrumental technique - Rhythm notation - Inter-related dimension of music		Pictures at an Exhibition - Promenade - Painting sound - Interpreting Art - Art Composition		Musical Stories - Sorcerer's Apprentice - Peter and the Wolf - Swan Lake/Sleeping Beauty (Ballet)	

Year 1 – Through the three themes

'Building Blocks of Music', 'pictures at an Exhibition', 'Musical Stories'

- The children develop rhythm work ('cat', 'monkey', 'rest', 'cow') and sol-fa work ('soh, 'me', 'lah'), They develop their voice work through speak chants, rhymes, singing questions and class singing (see above).
- Play tuned and untuned instruments and listen, with increasing concentration, to a range of live and recorded music to develop their understanding of 'percussion', 'male voice' and 'female voice'.
- The children continue to build on their understanding of 'dynamics', tempo', pitch' and 'duration' when discussing a given piece of music and when creating their own compositions to reflect a certain mood or event.

# How is learning sequenced across our school?

**KS1-** Children's experiences in the Foundation Stage are recognised and built upon. The teaching of music is in accordance with the knowledge, skills and understanding required in the National Curriculum.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Music of Dark Times - Halloween - Bonfire Night - Remembrance - Zadoc the Priest - Entertainment - Christmas		Local Music - National Anthem - Orchestras/Bridgewater Hall - Opera/Opera House - Musicals/ Palace Theatre - Pop/rock Music/MEN Arena - Beat Boxing/Urban Music - Cathedral Music			Musical Explorers - What is Music? - Exploring Timbres - Graphic Scores - Chairs - Sport

Year 2 – Through the three themes

‘Music of the Dark Times’, ‘Local Music’, ‘Musical Explorers’

- The children develop further their understanding of rhythm (‘cat’, ‘monkey’, ‘rest’, ‘cow’) and sol-fa work (‘soh’, ‘me’, ‘lah’, ‘doh’), They continue to develop their voice work through speak chants, rhymes, singing questions and class singing (see above) so that the vast majority are able to use their voices expressively and creatively.
- Continue to use tuned and untuned instruments and are able to produce class ensemble pieces of music using the ukuleles and drumsticks. Children listen, with increasing concentration, to a range of different ‘live’ and ‘recorded’ music to develop their recognition of ‘brass’, ‘strings’ and ‘changes in dynamics and tempo.’
- In Year 2, the children are introduced to the terms ‘timbre’ and ‘notation’ (using flash cards) and begin to create a simple binary piece of music that demonstrates understanding of the above elements.

# How is knowledge built upon across our school?



Music at CCIS follows a spiral curriculum, as recommended by decades of music researchers, with skills being revisited year on year to consolidate and build on prior learning.

An example of this is how we introduce notation. With graphic notation moving on to staff notation building upon increasing challenge.

• Cat		crotchet
• Monkey	□	2 quavers
• Cow	d	minim
• Armadillo	≡≡	4 semiquavers
• Elephant	≡□	2 semiquavers and a quaver
• Anteater	□≡	1 quaver and 2 semiquavers





**EYFS & KS1  
Tracking**

***Measuring Progress***

Through out the year groups, assessment sheets are completed by the class teacher at the end of each unit. Teachers also complete an assessment sheet at the end of each term to highlight children that are on track to meet music objectives.

This data enables changes to be applied where patterns emerge in specific learning areas or with specific learning objectives.

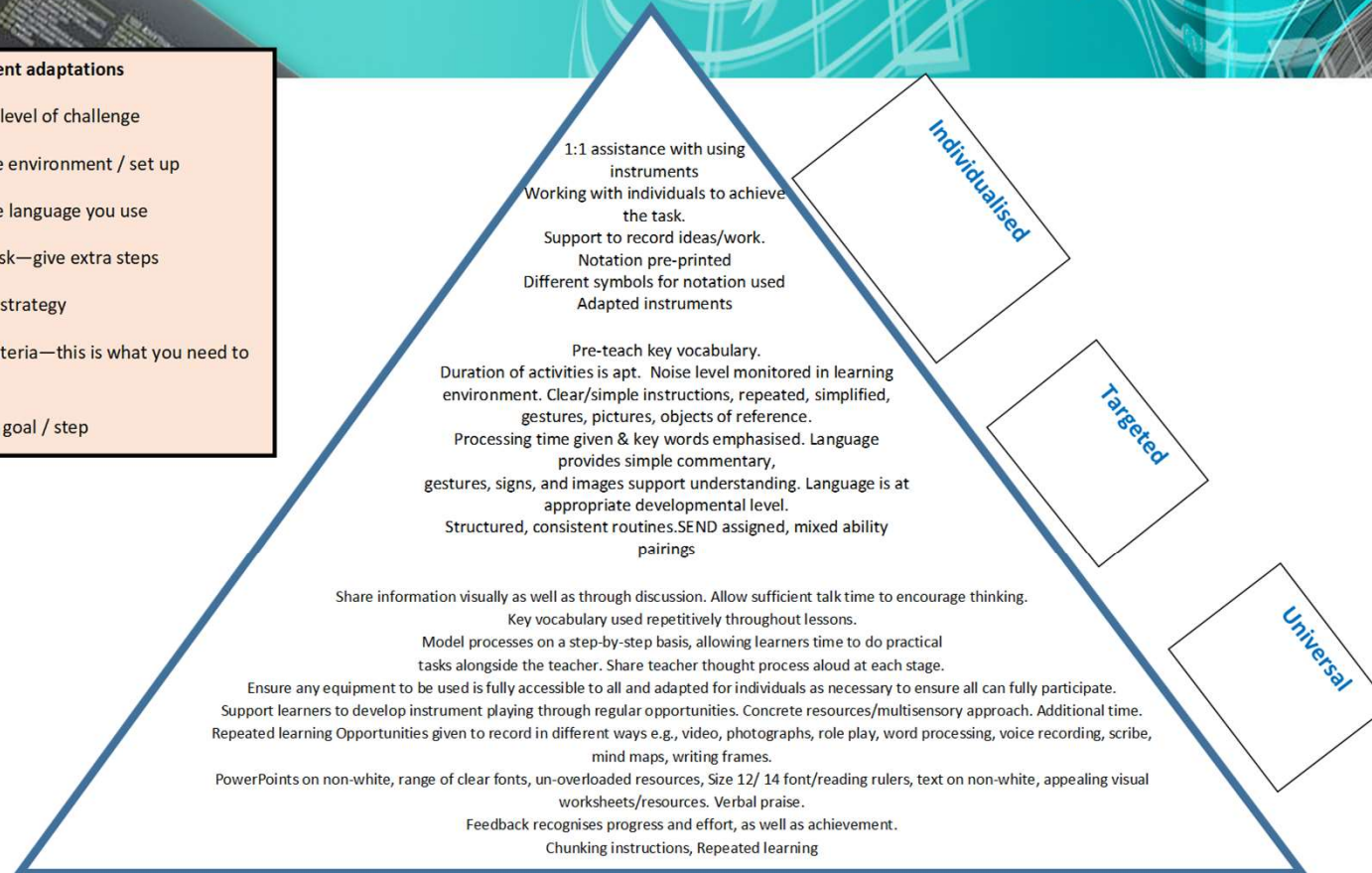


Key Skills	Nursery	Reception	Year 1	Year 2
Rhythm work	Clap syllables	 Cat Monkey	 Cat Monkey Rest	 Cat Monkey Rest Cow
Sol-fa work <small>Not compulsory but best practice</small>		Soh me	Soh me lah	Soh me lah doh
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Language development Pitch match/sing songs Rhymes	The singing voice Pitch match/sing songs Individual voices	Speak chants & rhymes Singing questions Class/assembly singing	Speak chants & rhymes Singing face/performing Class/assembly singing
Play tuned and untuned instruments musically	Untuned percussion	Tuned percussion	Untuned percussion Tuned percussion	Untuned percussion Tuned percussion
Listen with concentration and understanding to a range of high quality live and recorded music	Move to music	Move to music How does the music make you feel?	Recognise percussion Male voice Female voice Live music	Recognise brass Recognise strings Recognise changes in dynamics & tempo Live music
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<b>Dynamics</b> = loud/soft  <b>Tempo</b> = fast/slow  Represent their own ideas, thoughts and feelings through music. Devise short pieces in response to given stimulus.	<b>Pitch</b> = high/low  <b>Duration</b> = long/short  Represent their own ideas, thoughts and feelings through music. Devise short pieces in response to given stimulus.	<b>Dynamics</b> = loud/soft  <b>Tempo</b> = fast/slow  <b>Pitch</b> = high/low  <b>Duration</b> = long/short  Select your own instruments and create a short piece that reflects a certain mood and/or event.	<b>Structure</b> = binary AB  <b>Texture</b> = thick/thin  <b>Timbre</b> = different sounds  <b>Notation</b> = use of flash cards (graphic, picture scores)  Create a simple binary piece of music that demonstrates understanding of the above elements.

# SEND Provision Triangle

## In the moment adaptations

- Adjust the level of challenge
- Change the environment / set up
- Change the language you use
- Clarify a task—give extra steps
- Model the strategy
- Success Criteria—this is what you need to do
- Set a small goal / step





## *Quality first teaching*

### ***Challenge and Differentiation***

**Groupings:** Children may be paired with a more able child or placed in a mixed-ability group for support.

**1-2-1 support** provided where necessary.

**Further instructions** where necessary demonstration of the task from the teacher with instructions either reinforced on the whiteboard or in the form of a worksheet.

**Resources** to support learning, such as note guides for finding notes on the stave or lining up over the keyboard notes.

**Fully inclusive extra-curricular lessons** – Recorder

*Often Music is the very subject that our SEND and EAL pupils can access on a par with their peers, or even excel at!*



# Displays- Music in the environment





- Strengths-** Children benefit from whole class Specialist teaching delivered by a member of Stockport Music Service.
- A high level of subject knowledge and expectation
  - A clear sense of progression
  - In-depth knowledge of the children's skills and prior learning - consistency across all year groups and classes
  - Lessons are then consolidated bi-weekly by the Class Teacher aiding in their professional continued development.

**Subject evaluation-** *How do I find out about what's going well and what needs to improve?*

- Subject leader days (once a term)
- Regular book looks
- Learning walks
- Classroom observations
- Pupil voice

**Next Steps-**

- Undertake Instrument audit to ensure instruments are tuned and in working order
- Continue with staff skills audit and CPD to ensure quality first teaching across the subject

