



Music Rationale

The music curriculum at Cheadle Catholic Infant School has been designed with the needs and experiences of our children in mind and ensures that all children are given the best possible chance to succeed and develop the skills and knowledge they will need to enjoy and achieve at the end of Key Stage 1 and beyond. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. 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. Besides being a creative and enjoyable activity, music can also be a highly inspiring subject. It also plays an important part in helping children feel part of a community. At Cheadle Catholic Infant School, we provide opportunities for all children to develop a love of music as they engage in a variety of musical activities: listening, exploring, composing, performing, and analysing.

Intent and Implementation

Nursery

Through a range of activities and experiences the children develop the initial skills of music. Much of the learning takes place informally and on a daily basis and forms

part of the Early Learning Goal: 'Expressive Arts and Design. **"Children sing songs, make music and dance, and experiment with ways of changing them."**

The children start by joining in with their favourite songs and nursery rhymes and begin to sing a range of familiar songs and a selection of new songs with growing expression (eg Christmas production songs). 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.

Reception

In Reception, children expand on this learning. They build up a repertoire of songs, chants and rhymes as the year progresses, which they are able to sing with growing confidence and enjoyment, using their voices expressively and creatively. (Christmas Productions, Class Assemblies, Stockport Music Service events such as 'Nursery Rhyme Day'-and those songs linked to topic, seasonal and cultural work throughout the year.) 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.

Key Stage 1

In Key Stage 1, 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.

Pupils should be taught to:

- **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.**

Weekly Music lessons in Key Stage 1 at Cheadle Catholic Infant School are currently planned by Stockport Local Authority Music Service and delivered by the Music Service or Class teacher (alternate weeks). These discrete music lessons are supplemented with class singing and opportunities to listen to, discuss and interpret

a range of classical music throughout the school week. Opportunities to further expand the children's repertoire of songs, using their voice expressively, such as class assemblies, year group productions and seasonal/topic/cultural activities are planned for as part of the overall commitment to one hour of music a week as recommended in the Model Music Curriculum.

Year 1

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

Through these three themes, 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). They have the opportunity to 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', In Year 1, 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.

Year 2

'Music of the Dark Times', 'Local Music', 'Musical Explorers'

Through these three themes, 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. They children continue to use tuned and untuned instruments and are able to produce class ensemble pieces of music using the ukuleles and drumsticks. The 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.

Progress and Assessment

Children are increasingly challenged as they move through the school. This progression has three aspects:

- increasing breadth and range of musical experiences
- increasing challenge and difficulty in musical activities
- increasing confidence, sensitivity and creativity in the children's music making.

Regular on-going assessments take place in each lesson in EYFS and Key Stage 1.

From September 2021, Reception class teachers use the 'EYFS/KS1 Music National Curriculum Tracking Grid' from Stockport Music Service. Each child has an individual tracking grid which is then passed to their new class teacher at the end of the year. These tracking grids are used to inform future planning and address any gaps in learning.

From September 2021, class teachers in Year 1 and Year 2 will work alongside the Music Service to assess the children and record these judgements termly on the Music Service tracking sheet. From September 2022, Year 1 will use the children's existing individual tracking grid which has been passed up by the Reception teacher.

*If the children are ready, they may also dip into the Year3-6 document-especially for rhythm notation ("armadillo"/"elephant")

Impact

Our pupils enjoy singing and creating music with tuned and untuned percussion instruments. They engage with different styles of music and are keen to compose, perform and share their opinions about the music they have listened to or have created.

The impact of the curriculum (how much musical knowledge and skills they have gained and remembered over time) will be reviewed throughout the year through lesson observations, class 'Music Books' and 'Pupil Voice' activities.

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