



Music at Milford Infants’ School

Intent

As musicians, Milford children are **creative, enthusiastic, inventive** and **confident** working both **independently** and **collaboratively** to enjoy and make music. Across all areas of the curriculum the children will explore music in all its incarnations and become **confident, creative** and **curious** members of society.

Teaching in the Early Years follows the Educational Programme and ideas from Development Matters relevant to our children’s needs. Teachers follow and plan for children’s interests throughout the year ensuring high quality opportunities are provided so that children can demonstrate the skills of the ELG detailed below by the end of the year.

Pre-school	Reception	Year 1	Year 2
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Children will also have opportunities to access music learning via Music Express.		Children will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of the great composers and musicians. Children will learn to use body percussion, sing and use their voices, to create and compose music on their own and with others and have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Children will understand and explore how music is created, produced and communicated including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Children will be taught weekly music lessons of 30-45 minutes to develop step-by-step skills using schemes of work developed in conjunction with Music Express. Children will also take part in weekly 20 minute singing assemblies.	
Expressive Arts and Design Children will begin to remember and sing familiar songs and rhymes. They will begin to copy simple repeated rhythms and begin to recreate sounds to accompany stories. They will begin to explore the sounds that instruments make and listen to different songs, making a variety of sounds with their bodies. They will begin, with support, to learn how to play different instruments in different ways, eg loud and quiet. This is often provided in Continuous Provision.	Expressive Arts and Design Share their creations, explaining the processes they have used, when exploring music. Sing and range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time to music. Communication and Language Children will listen carefully to rhymes, poems and songs, paying attention to how they sound. Children will offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Physical Development Children will negotiate space and obstacles safely, with consideration for themselves and others, they will move energetically including dancing, hopping and skipping. Literacy Children will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.	Musical vocabulary Children will be able to recognise and use musical vocabulary including beat, pitch, tempo, dynamics and texture. They will understand mood and expression through body percussion, singing using their voices, music, and percussion instruments.	Musical vocabulary Children will be able to recognise and use musical vocabulary including beat, pitch, tempo, dynamics and texture. They will understand mood and expression through body percussion, singing using their voices, music, and tuned and un-tuned instruments. Year 2 children will confidently perform to a live audience. They also have the opportunity to learn to play a tuned instrument of the ukulele.

Implementation

Music is taught from the Foundation Stage and forms an important part of our school curriculum. Following the National Curriculum, music is embedded in classroom activities. Our music curriculum is designed to encompass the following areas: listening and responding; exploring and creating; singing; sharing and performing and improvising and composing.

Children are taught in 30 minute weekly sessions using the Music Express Scheme using their voices for singing and chanting and untuned percussion instruments. All our Year 2 children also use ukuleles to play as part of their tuned instrument learning. The children begin to learn to compose their own pieces and to perform regularly. They learn beat/pulse, pitch, tempo, dynamics, body percussion and singing. Children will use the correct musical vocabulary to further develop their musical knowledge. Tasks are adapted to ensure that all pupils access the musical curriculum in their own ways. Children use their creativity to express their musical abilities through a variety of means, such as body percussion and song.

Our weekly singing assemblies encourage the children to develop their listening and performance skills which they can then use in an extra-curricular way throughout the wider curriculum in their core subject learning as well as purely enjoying music and singing for enjoyment’s sake.

Further opportunities for children to explore music are offered across the school. The school singing club meets three terms in the year and performs for their peers and wider community audiences at school events such as school fairs and at a local residential home. Year 2 children can also take part in our recorder club held annually. Children are also exposed to music through live performances by visiting adults such as Langport Community Choir, and the Yeovil Ukelele Club and older children from Buckler’s Mead Academy so that they can see how music can be progressed for both attainment and simple enjoyment. The school also takes part in World Music Day in the summer term by making instruments, singing and enjoying playing together as a whole school which helps to bring our school community together in a combined love of singing and music.

When adapting this curriculum to meet the needs of all children especially those with SEND we make reasonable adjustments, using practical, concrete, realistic and stimulating resources to simplify the concepts that are being taught. With support the pupils will overlearn and recap the ‘sticky knowledge’ and key vocabulary.

Impact

Children will have acquired key knowledge on how to enjoy, perform and compose music. Children’s success is reviewed, in achieving the lesson objectives at the end of each session. Children also discuss what they have learned comparative to their starting points at the end of every topic. Emphasis is placed on musical thinking, enjoyment, confidence and performance which help pupils gain a progressive knowledge and understanding of music. Through this study, pupils learn to play, listen and perform individually and together in pairs or larger ensembles, developing a love of singing, movement and music and simple notation. Children will learn key vocabulary and be able to use this within their creative musical development. Additional opportunities for music development are offered through the school’s singing club and recorder club, through singing assemblies and other performance-based opportunities such as the school fairs, nativities and end of term performances as well as peer-to-peer performances. The annual World Music Day enables the whole school community to come together to sing, create, play and perform all together.