

## Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the music national curriculum. Also please see the EYFS Progression Expressive Art & Design document.

### Expressive Arts and Design (Being Imaginative and Expressive)

Children sing a range of well-known nursery rhymes and songs.

Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### Key Stage 1 National Curriculum Expectations

#### 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.

### Key Stage 2 National Curriculum Expectations

#### Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand staff and other musical notations;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.

## Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

## Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. Performances, such as Christmas plays and nativities and Harvest productions, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music. We are committed to providing whole class musical tuition in KS1 and KS2. We have a detailed plan for listening and appraising a range of classical music and music from different cultures to provide cultural capital for the children. As a school we have built a bespoke Music Scheme utilising many units of work from Charanga.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

## Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Detail of our music scheme can be viewed by staff logged into Charanga.

## Music Year A Stoke Prior Primary School

 Edit

Created by Matt Lewis

	Autumn		Spring		Summer	
<b>Monkey Puzzle Class</b>	Me! <small>1 2 3 4 5 6</small>	My Stories <small>1 2 3 4 5 6</small>	Everyone! <small>1 2 3 4 5 6</small>	Our World <small>1 2 3 4 5 6</small>	Big Bear Funk <small>1 2 3 4 5 6</small>	Reflect, Rewind and Replay <small>1 2 3 4 5 6 7</small>
<b>Maple Class</b>	Rec Suggested Pathway <small>1 2 3 4 5 6 7 8 9 10</small>	Maple Active Listening Menu <small>1 2</small>	Beginner Keyboard Course <small>1 2 3 4 5 6 7</small>	No unit assigned	Hands, Feet, Heart <small>1 2 3 4 5 6</small>	No unit assigned
<b>Willow Class</b>	Willow Active Listening Menu <small>1 2</small>	Carol Concert	No unit assigned	Garage Band Willow Class	Glockenspiel Stage 1 <small>1 2 3 4 5 6 7</small>	Mamma Mia <small>1 2 3 4 5 6</small>
<b>Oak Class</b>	Rec Flexible Pathway <small>1 2</small>	Oak Class Christmas Show	Oak Active Listening Menu <small>1 2</small>	Beginner Keyboard Course <small>1 2 3 4 5 6 7</small>	Happy <small>1 2 3 4 5 6</small>	No unit assigned

## Music Year B Stoke Prior Primary School

 Edit

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	Autumn		Spring		Summer	
<b>Monkey Puzzle Class</b>	Me! <small>1 2 3 4 5 6</small>	My Stories <small>1 2 3 4 5 6</small>	Everyone! <small>1 2 3 4 5 6</small>	Our World <small>1 2 3 4 5 6</small>	Big Bear Funk <small>1 2 3 4 5 6</small>	Reflect, Rewind and Replay <small>1 2 3 4 5 6 7</small>
<b>Maple Class</b>	Djembe <small>1 2 3 4 5 6 7 8</small>	Maple Active Listening Menu <small>1 2</small>	Uke Suggested Pathway <small>1 2 3 4 5 6 7 8</small>	No unit assigned	Hey You! <small>1 2 3 4 5 6</small>	No unit assigned
<b>Willow Class</b>	Willow Active Listening Menu <small>1 2</small>	Carol Concert	No unit assigned	Glockenspiel Stage 1 <small>1 2 3 4 5 6 7</small>	Lean On Me <small>1 2 3 4 5 6</small>	No unit assigned
<b>Oak Class</b>	Garage Band Oak Class	Oak Class Christmas Show	Uke Flexible Pathway <small>1 2 3 4 5</small>	Oak Active Listening Menu <small>1 2</small>	You've Got A Friend <small>1 2 3 4 5 6</small>	No unit assigned