

Wallace Fields Infant School & Nursery

Subject Story for Music



Intent:

Our vision for music at Wallace Fields Infant School & Nursery is that all children should engage in a high-quality music education enabling them to develop a life-long love of music. In doing so we aim to increase children's self-confidence, creativity and sense of achievement through participation in a wealth of music-making activities including singing, performing, composing and listening. Singing and performing together in school assemblies and performances also helps to promote the importance of working with others towards a common goal and encourages an important sense of belonging and community. In addition, we recognise that music can also be beneficial in the development of cognitive skills across the curriculum and can support the development of literacy, numeracy and listening.

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” Plato

The National Curriculum for Music aims to ensure that all pupils are 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*

Implementation:

Children in Reception, Year 1 and Year 2 will have a weekly 30 minute lesson in the music room with a specialist music teacher. Children in the Nursery will have a weekly 20 minute music lesson. Each week, all children will participate in a Singing Assembly. In addition to this, children in Nursery and Reception classes have access to a range of percussion instruments which they can self-select, encouraging them to explore and create sounds during free play activities. In Year 2, the children will be taught to play the recorder and will showcase what they have learnt, alongside a range of other musical skills in a Music Celebration Assembly held in the summer term. Children in Year 2 will also have the opportunity to join the school choir.

Regular opportunities are available for all children to perform to an audience, for example through class assemblies, Christmas performances, end of term celebrations, Epsom and Ewell Music Festival and performances for the local community (e.g. Veterans Association and local church groups).

In addition to their weekly class music lesson, there will be a rota in place for a curriculum/topic based music sessions to be taught alongside the class teacher.

Progression across year groups:

In EYFS, children experiment with different ways of using their voice, for example speaking, singing, whispering and chanting. They clap short rhythmic patterns and experiment with ways of making sounds on a range of percussion instruments. They listen to a variety of music and can begin to describe the sounds (e.g. loud, quiet, fast, slow, high low) and can express how the music makes them feel.

In Year 1, children begin to sing in tune, within a limited pitch range, and can make a range of sounds with their voice. They perform rhythm patterns and actions with a good sense of pulse and play tuned and untuned percussion instruments with care and control. They can distinguish between pulse and rhythm and are introduced to the rhythm symbols for crotchet (ta) and quavers (ti-ti). They listen to a variety of music and can describe it, commenting on features such as tempo, pitch and dynamics.

In Year 2, children sing in tune, within a limited pitch range. They can clap and play rhythm patterns from known symbols (crotchet/ta, quavers/ti-ti and crotchet rests) and can follow simple performance directions for dynamics and tempo. They recognise and demonstrate an awareness of a link between shape and pitch using simple graphic notation. Awareness of pitch and rhythm is further explored using tuned instruments such as recorders and glockenspiels. They can listen with increased concentration and respond appropriately by making statements and observations about music they hear.

Impact:

- ✓ Children are engaged in a wide range of musical activities. They sing and play instruments with enthusiasm and are proud of their achievements.
- ✓ Musical skills are taught in a progressive way, enabling children to know more and remember more. Children start their next year of learning with the necessary skills and knowledge to build upon.
- ✓ They are able to apply their musical skills in increasingly complex ways to a range of exciting curriculum linked tasks.
- ✓ Children have the opportunity to share their skills and perform to an audience both in school and to the wider community.
- ✓ Children develop a lifelong love of music and can take the skills learnt to the next stage of their musical journey.

If you were to walk into a Music lesson at WFIS & Nursery you would see:

- ✓ Children actively learning and exploring in a dedicated music room with access to a wide range of high quality resources.
- ✓ Classes and groups of children singing and playing instruments with enthusiasm.
- ✓ Children who are confident to perform, talk about and demonstrate their skills with pride, using appropriate musical vocabulary.
- ✓ Collaboration and team work as children work towards a shared musical goal.

British Values and Spiritual, Moral, Social and Cultural Learning in Music:

British Values in Music

Collaborative work in music develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the resources used and understand the importance of looking after them. They learn to appreciate the value of similarities and differences and learn to show tolerance. A variety of experiences teaches them to appreciate that all people – and their views – are equally important. Children are encouraged to work in a democratic way, exercising the ‘give and take’ required for successful teamwork, this is particularly true of activities which require children to work in groups to improvise and compose.

We promote Spiritual development:

- By listening to high quality live and recorded music and exploring how ideas in music have moved and inspired them and others.
- By providing opportunities for children to explore their creativity and imagination when performing and composing.
- By promoting self-esteem through opportunities to present their work to their peers and a wider audience.

We promote Moral development:

- By creating an awareness of, encouraging respect for and developing a tolerance of other people’s views and opinions.

We promote Social development:

- By encouraging pupils to work cooperatively through learning in a variety of different groupings, including small groups, class, year group or school and to understand that everyone is entitled to his or her own thoughts and ideas in relation to music performed or listened to.
- By providing plentiful and varied opportunities for collaborative performance and positive shared experiences, for example class assemblies, school productions, concerts and participation in music and dance festivals.
- By encouraging social responsibility through participation in local community events such as singing for the Veteran’s Association and other local community/church groups.

We promote Cultural development:

- By providing opportunities for pupils to participate in music and other cultural events and encouraging pupils to reflect on their significance, including taking part in local organised events such as the dance and music festival.
- Through developing an awareness of their audience when participating in a performance.
- By developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example theatre and concert visits and in school performances, for example music students from Epsom College.
- By recognising and nurturing particular gifts and talents including a termly Shine Week during which children can share their talents, offering a wide selection of extra-curricular clubs and activities, identifying and providing opportunities for children with gifts and talents to perform in the music celebration assembly.

Pupil Voice:

Nursery: "I like the drums. They make very loud sounds."

Reception: "Music is fun. My best bit is making movements with the scarves when we are listening."

Year 1: "Music is the best because I like to sing. It makes me happy!"

Year 2: "I know about instruments and can tell what instruments I hear and how they play. I want to be in a band!"

Outstanding Learning Outcomes:



Children in Year 2 exploring tuned percussion instruments and following direction



Children in Year 1 learning to read and perform from the rhythm symbols ta and ti-ti.



Snapshots from the Year 2 Leavers Video and Christmas Concert.

Successes in 2019-20:

- ☺ Performances were rehearsed and shared with parents to celebrate key occasions in the school year, despite the challenges and restrictions faced due to Covid.
- ☺ The Year 2 Choir received a Highly Commended Award for Community Spirit at the Mayor's Community Champions Awards Evening for their performances at local community events.
- ☺ Singing and rhythm skills in children from nursery through to Year 2 are being taught in much greater depth and with clear progression following on from subject leader's Voices Foundation training.

Priorities for 2020-21:

- ⇒ To continue to work on the development of key musical skills in all year groups whilst ensuring that music forms an integrated part of the creative curriculum.
- ⇒ To encourage a whole school community approach to singing together.