



Music

at Bank Lane Infant and Nursery School
Working together, nurturing excellence.

Subject Lead – Lydia Stocks

We judge our Music curriculum to be
Gold Standard

Our Music 'Big Ideas'



Singing and
voices



Play and
Perform



Listen and
Appreciate



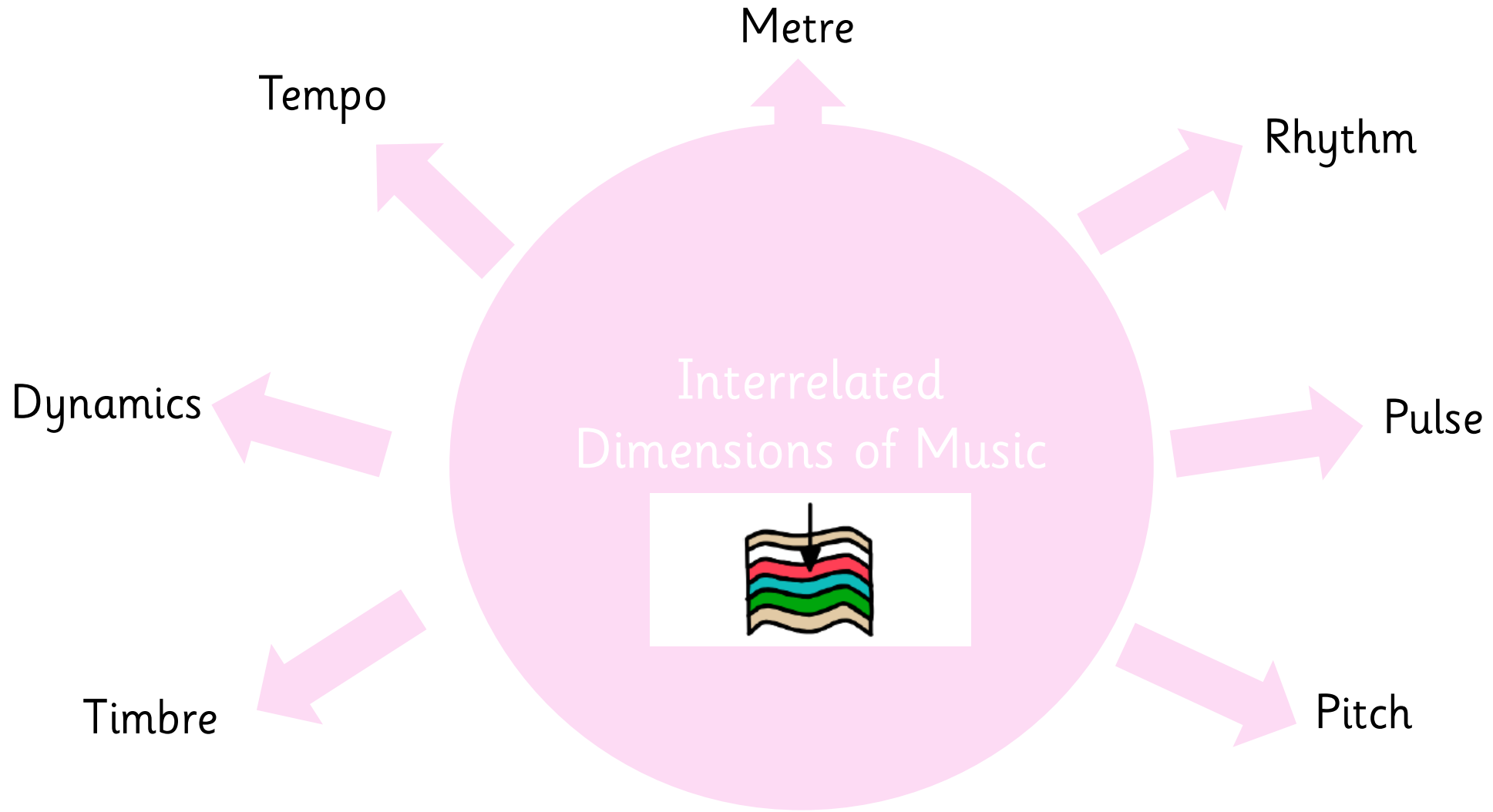
Musical
Dimensions



Significant
People

These concepts underpin all of our substantive, disciplinary and fingertip knowledge for the subject.

Substantive Knowledge



Substantive knowledge in Music refers to the inter-related dimensions of music (rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure). They are embedded throughout the curriculum so that each one is planned to be encountered multiple times. Substantive concepts are best understood with repeated encounters. Children use their voices, play and perform, listen and appreciate which all enable children to master understanding the interrelated dimensions of music.

Disciplinary Knowledge

This is the application and interpretation of substantive knowledge (the inter-related dimensions of music) through performance, composition, appreciation and understanding of the history of music. This can be categorised into 8 Disciplinary concepts that are systematically developed in our Music curriculum:

Singing and Voices- Expression through songs, rhymes and chants, collaborating with others.

Controlling Instruments – Playing instruments in different ways and create sound effects and handle and play instruments with control.

Improvising and composing – Choosing instruments and contributing to the creation of a class composition.

Controlling pulse and rhythm – Identifying pulse in a range of musical genres and beginning to internalise and create rhythmic patterns.

Performance skills - Perform together and follow instructions that combine the musical elements.

Listening, memory and movement - Recall and remember short songs and respond physically when performing, composing and appraising music.

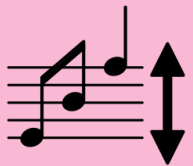
Evaluating and appraising - Listen to famous composers and different musical genres and be able to say what they like and dislike as well as how it makes them feel.

Significant People - Acknowledge some of the significant composers and musicians through a variety of different musical genres.

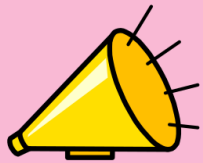
Fingertip Knowledge

Pupils demonstrate their declarative or 'fingertip' knowledge through question-and-answer sections of a lesson involving listening and appraising different styles of music. We provide pupils with the explicit musical vocabulary teaching and give them opportunities to verbalise their opinions, and to communicate ideas and their instinctive observations on pieces of music set in front of them. Fingertip knowledge must be taught and pupils must retain it in order to solidify their grounding on substantive and disciplinary knowledge.

Explicitly teaching vocab



Pitch



Volume

Listen to music



Appraise the music



Through application, this knowledge is now at their fingertips



How is learning across the school sequenced?

**MUSIC
EXPRESS**



Learners have a plentiful learning experience in the classroom, and are also exposed to a wide range of extra-curricular opportunities.

E.g. Stockport Council, peripatetic music teachers, and clubs. Children have opportunities to use their voices expressively and listen and appreciate in the wider school domain. All teaching staff have access and use the 'Sparkyard' resource in and out of the classroom to give a plethora of songs for children to use their voices expressively.

Our Music curriculum covers all statutory requirements and gives learners ample opportunities to play tuned and untuned instruments, use their voices expressively, experiment with sounds and listen and appreciate live and recorded music.

The Collins 'Music Express' scheme has been created by experienced musical authors, composers and educators meaning that lesson content is accurate. Teachers are exposed to correct musical terminology and explanations leaving learners with a strong foundation to build on their musical knowledge in the future.

Music Express covers all the intentions of the MMC and is further backed up with solid pedagogy, attached to a framework of spiral learning with clear, scaffolded progression. These lessons can be revisited, reinforced and extended through the school.

Teachers have access to all the lessons on the scheme with full audio support for learning songs and music, so ability to read music is not required. Knowledge of staff notation is not assumed. Meaning this scheme is very accessible to all.

Learning opportunities sit within the National curriculum aims and all lessons on the scheme have cross curricular links making learning relevant and memorable. For instance: Year One compass points link to Geography aims '**Our school**'. Our Banks Lane musical experience also links with our PSHE aims of prioritizing well-being and mental health – we encourage children to express themselves.

Curriculum Plans - How are knowledge and skills built through school? (EYFS)

Nursery to Reception – knowledge and skills

MUSIC EXPRESS

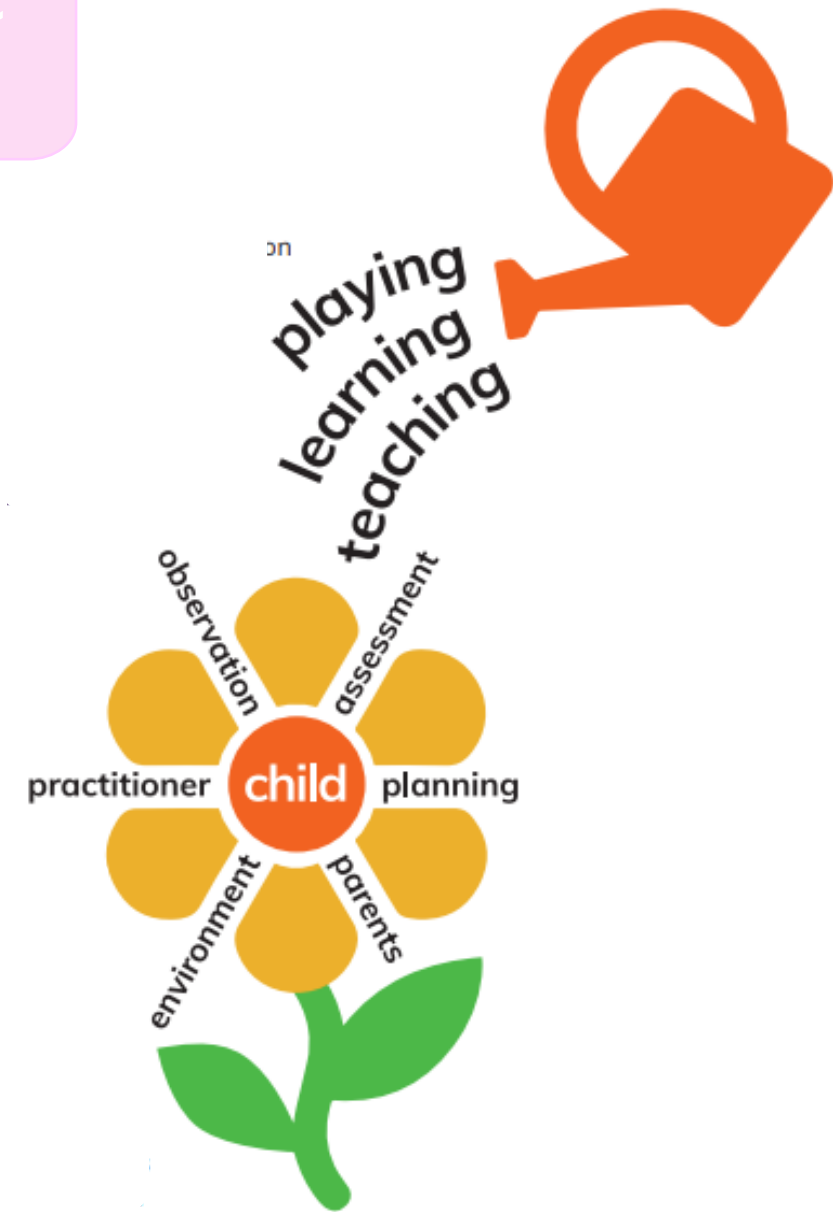
Music Express provides lesson banks for 3-4 and 4-5 aged learners.

Lessons clearly stipulate the areas of learning and how these could be linked to continuous provision.

The activities and learning opportunities in this resource are designed to give practitioners ideas to support children's development and learning, underpinned by the cycle of observation, assessment and planning outlined below.

The Early Years Foundation Stage (EYFS) statutory framework introduced in September 2021 recognises that every child deserves the best possible start in life to help them to thrive. The new Music Express units have been written to support the delivery of this revised framework and to help support dedicated practitioners to provide activities, opportunities and scaffolding to ensure children develop and make progress in their learning through the educational programmes of the EYFS.

Musical learning is an intrinsic part of the holistic EYFS provision provided in this resource. Original songs and chants and new lyrics sung to traditional melodies forge strong links with the theme of each starting point, and carefully selected pieces of recorded music develop listening skills. Children's creative responses are encouraged through singing, playing, movement and dance



Curriculum Plans - How are knowledge and skills built through school? (EYFS)

From Nursery to Reception the main focus DM for music is **Expressive Arts and Design Communication and Language and Physical Development.**

- In Nursery the knowledge and skills are singing, listening, creating and playing.
- Learners develop on these skills in Reception by also singing, listening, creating, playing responding and moving to music but they start to explore the interrelated dimensions of music.
- These prepare learners for progression to KS1 and link to our school 'concepts' for music.

Music		Expressive Arts and Design Communication and Language Physical Development
3 to 4 Years	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (pitch match). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know, • Play instruments with increasing control to express their feelings and ideas.

Nursery

Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining their ideas and developing their ability to represent them. • Create collaboratively, sharing resources, ideas and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses, • Sing in a group or on their own, increasing matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

Reception

Curriculum Plans - How are knowledge and skills built through school? (EYFS)

Nursery to Reception – knowledge and skills

Music express scheme of work and how progression is shown in EYFS.

Teachers will use of the 'Musical Learning and audio' to support The teaching in music and may Use some of the continuous provision And adult guided sessions suggestion to support and reinforce teaching as well as their own planning.

Unit structure

With a new framework comes a new way of structuring our Early Years resources.

Progression is built in within each unit so you can pick and choose your favourite topics and work through them in any order. Every unit covers all seven areas of learning and development and all aspects of musical engagement, and they are all structured in the same way.

Enhanced continuous provision

The first 'lesson' (blue box) in each unit is dedicated to enhancing continuous provision, with ideas under the headings of Sand, Water, Painting, Play dough, Small world and construction, Role play and Creative design.

Musical learning and audio

The second 'lesson' contains all the musical and audio resources. Each unit includes some combination of:

- Story – with audio narration
- Original song – with performance and backing track options and teaching notes
- Traditional tune (new lyrics sung to a traditional melody) – with audio demonstration and teaching notes
- Listening – a piece of listening music with ideas for how children can explore and respond

Educational programmes, age 4-5

The fourth 'lesson' provides activities to support adult-guided learning covering the developmental programme for ages 4-5 across all seven areas of learning and development in the EYFS (Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design).

Educational programmes, age 3-4

The third 'lesson' provides activities to support adult-guided learning covering the developmental programme for ages 3-4 across all seven areas of learning and development in the EYFS (Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design).


Curriculum Plans - How are knowledge and skills built through school? (KS1)

The Music scheme that we follow at BLIS clearly shows what the progression of skills is in KS1 and this builds upon some of the skills our EYFS children have developed.

SKILL: For instance... Year 1 children may sing a song with contrasting high and low melodies whereas in Year 2 they will build on this skill by singing in **parts** whilst clapping a steady beat.

KNOWLEDGE: For instance... Year 1 children may identify changes in pitch and respond to them with movement whereas in year 2 they will build on this knowledge by identify **rising and falling** pitch.

Change the order of units by dragging and dropping.

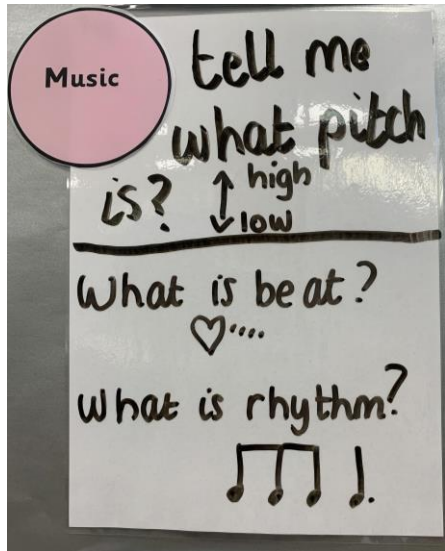
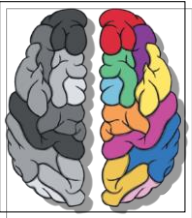
Year 3	Year 4
<p>Sing in two-part harmony (Unit 1)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8)</p> <p>Sing in two parts (two different melodies) with movements and percussion (Unit 9)</p> <p>Perform a round in three parts (Unit 11)</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3)</p> <p>Learn to sing partner songs (Unit 3)</p> <p>Sing a call and response song in a minor key in two groups (Unit 8)</p> <p>Sing a song with three simple independent parts (Unit 10)</p> <p>Combine singing, playing and dancing in a performance (Unit 11)</p>
	
<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</p> <p>Perform a pentatonic song with tuned and untuned accompaniment (Unit 5)</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6)</p> <p>Perform rhythmic ostinati individually and in combination (Unit 6)</p> <p>Understand and use pitch notations (Unit 7)</p> <p>Read simple rhythm notation (Unit 7)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Read graphic notation to play a melody on tuned instruments (Unit 10)</p>	<p>Combine four body percussion ostinati as a song accompaniment (Unit 5)</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6)</p> <p>Play and sing repeated patterns (ostinati) from staff notation (Unit 10)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p>

Can also see KS2 progression too! Helps to see where our children need to be at when they proceed to Banks Lane Juniors.

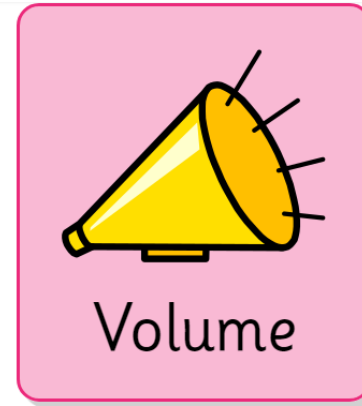
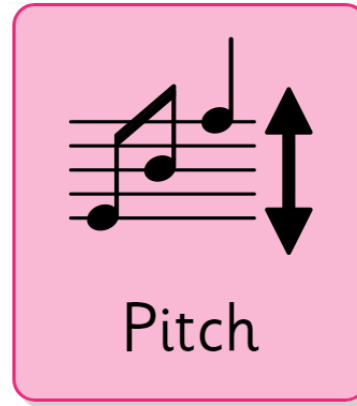
How can we show progression if lessons are taught in any order?
Musical elements do not exist in isolation hence the 'interrelated dimensions of music'.
E.g. all music has different dimensions to it, we cannot have rhythm without beat. Children are exposed to all these elements on the scheme and these are built upon. Thus the scheme can be tweaked to what you want your musical focus to be and/or any cross curricular links

	Year 1	Year 2
Singing	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7)</p> <p>Combine voices and movement to perform a chant and a song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p>	<p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement, and note names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>
Playing Instruments	<p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Play percussion instruments at different speeds (tempo) (Unit 5)</p> <p>Play and control changes in tempo (Unit 5)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</p> <p>Play pitch lines on tuned percussion (Unit 5)</p> <p>Accompany a song with vocal, body percussion and instruments ostinati (Unit 8)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>
Improvising/Exploring	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</p> <p>Explore voices to create descriptive musical effects (Unit 7)</p> <p>Explore different ways to organise music (Unit 10)</p>
Composing	<p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p>	<p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</p>
Listening	<p>Recognise and respond to changes in tempo in music (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 4)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</p>
Appraising	<p>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</p> <p>Identify metre by recognising its pattern (Unit 8)</p> <p>Identify a repeated rhythm pattern (Unit 10)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</p> <p>Identify rising and falling pitch (Unit 8)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</p> <p>Use simple musical vocabulary to describe music (Unit 12)</p> <p>Listen, describe and respond to contemporary orchestral music (Unit 12)</p>

Curriculum Plans – What are the plans for retention of knowledge and skills?



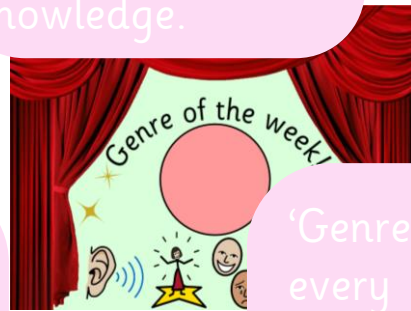
KS1 Classrooms have 'Can you still...?' walls. These encourage learners to recap on prior learning to see if they have retained knowledge.



Vocab cards are used, recapped and referred to for learners to retain key concepts/terminology. New vocab cards have been created using Widgeit.



Cross curricular opportunities in school such as usage of music in topics such as PSHE, History, and Geography for learners to actively be using Music skills.



'Genre of the Week' every week allows children to recap on previous genres they have learnt whilst being able to apply musical vocabulary and facts to appraisal.



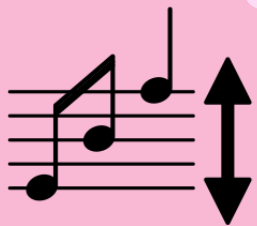
Floor books for children to look at and remember and retain prior learning. QR codes and pictures for adults/children to look at with ease.

'Retention strategies are used school wide e.g. 'vocabulary chase'

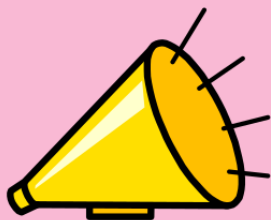
Curriculum Plans – What are the plans for progression of vocabulary?

- Vocabulary is progressive in our music curriculum. Learners are introduced to vocabulary during music lessons and is integral in our questioning. E.g. Did the music get louder or quieter? What happened to the **dynamics**? Can you clap to the **beat**?
- This vocabulary is subject wide and is always reviewed and revisited. Vocabulary cards are introduced and are present in classrooms for children to refer to. Definitions are built in class through questioning and discussion.
- Vocabulary is planned for in our Music progression model.
- Widgit is used for vocabulary cards. In EYFS children are exposed to pictures of knowledge/concepts in Expressive Art and Design and Communication and Language areas in 'Quad' continuous provision area. In KS1 learners 'build' their own definitions with class teacher and are positioned on working walls.

EYFS



Pitch



Volume



KS1



Pitch
Whether
notes in the
music are
high or low



Volume
How loud or
quiet a piece
of music is

Pedagogy – How are lessons structured?

LESSON PLAN

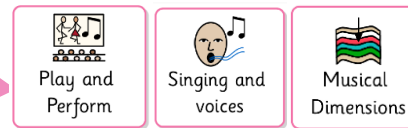
LESSON LEARNING

- Creating and responding to vocal sounds

Stages of the lessons clearly link to National Curriculum aims.

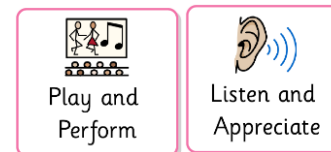
Say it...

Perform a poem that demonstrates different ways of using the voice



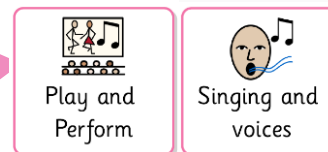
Glad to be me

Learn a happy song and add whole body actions



Glad to be me performance

Choreograph an action song performance



Lesson objective clearly stipulated on all lessons.

Learners are given opportunity to revisit vocab.

Lessons follow similar structure and usually involve performance at end.

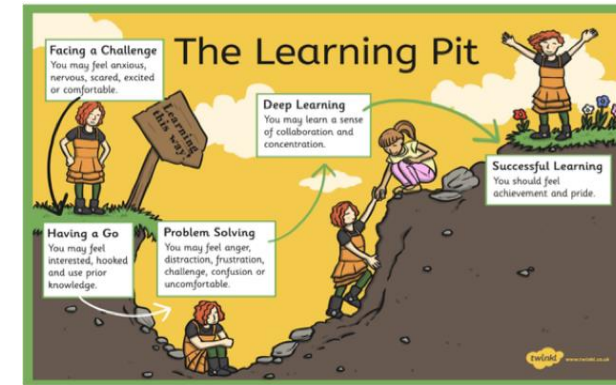
Teachers notes involve questions that can be asked of learners.

Lessons are always active and pacy. Scheme promotes this with exciting videos and eclectic pieces of music.

3 activities come into one lesson enabling skills to be built upon.

- ▶ Ourselves (3 Lessons)
- ▶ Number (3 Lessons)
- ▶ Animals (3 Lessons)
- ▶ Weather (3 Lessons)
- ▶ Machines (3 Lessons)
- ▶ Seasons (3 Lessons)
- ▶ Our school (3 Lessons)
- ▶ Pattern (3 Lessons)
- ▶ Storytime (3 Lessons)
- ▶ Our bodies (3 Lessons)
- ▶ Travel (3 Lessons)

Assessment – Measuring progress, knowledge, skills and challenge



- Formative 'on the spot' assessment strategies 'Can you still?...'. Pupils may demonstrate their knowledge by verbal responses to questioning, movement to music, their accuracy of playing tuned and un-tuned instrument and usage of voices.
- Growth mindset strategies are employed at BLIS. Allows children to self-assess where **they** feel they 'sit' with their current knowledge.

- 'Dig deeper' challenge in music – Notice X children e.g. 'can you clap to the rhythm whilst others clap beat?'
- Music express 'extended learning' allows to stretch learners.
- Videos allow to see progression and improvement to aid assessment.

EXTENDED LEARNING

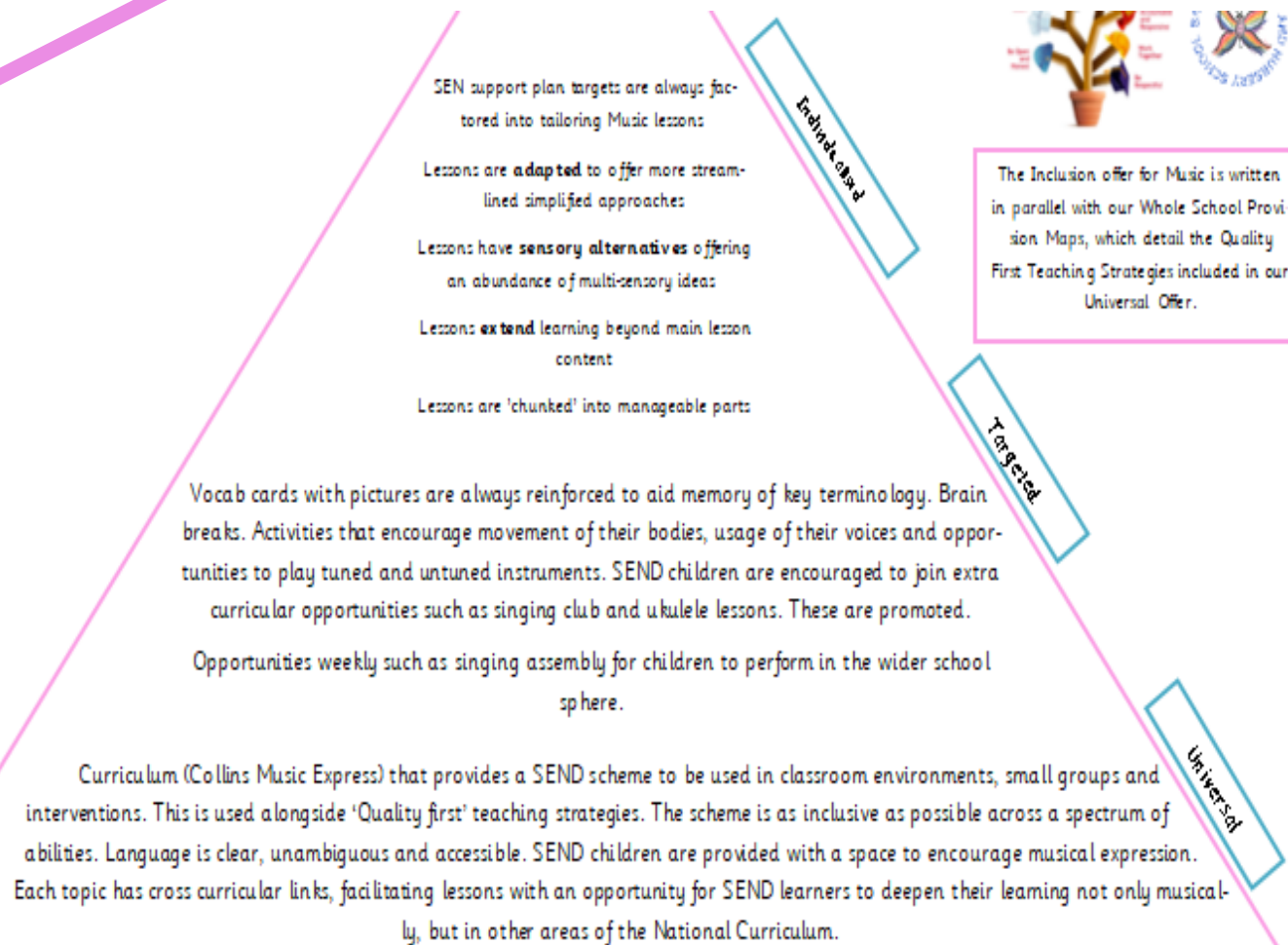
What else might Mrs Macarella keep in her cellar? Change the cellar verse accordingly, eg 'Count the spiders one by one'. Small groups or pairs draw a cartoon music score, eg eight spiders in a row or block, or draw and play different numbers of spiders, eg 1 2 3 4 5.

Inclusion – Challenge and adaptation.

- Music curriculum is planned to suit the universal needs as well as the specific needs of children within the wider school. See SEND pyramid.
- The Music Express scheme provides a SEND scheme which offers a series of six topic-based units which caters for small group and individual intervention work. On the class notes for lessons extensive notes are provided on how to support SEND children for each activity.
- SEND children are encouraged to join extra curricular opportunities such as singing club and ukulele lessons. These are promoted.

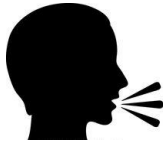
SEND notes: Encourage children who find it tricky to coordinate saying the count and doing the actions to focus on just one task.

When joining in the singing, substitute the lyrics for any children with speech and language issues for different syllables, e.g. 'la' or 'na'.



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

Teacher Voice



Use staff audit/questionnaires to ascertain if there are gaps in knowledge, technology issues, anything that is working well or not. Allows for support to be provided.

Pupil Voice



Hearing our pupils thoughts and opinions has enabled us to find out what has had impactful effect.

Evidence



For music, videos and floor books are our choice of evidence. Allows us to see music live and in action. Central area for staff to put this.

Feedback/ CPD

Staff meetings and CPD.



Learning walks



During subject monitoring time, music lessons are observed to see progression, engagement and if any subject specific support needs to be provided.

Next Steps



- Subject monitoring to continue during allocated time. Evidence videos will still be watched regularly to see progression of learning throughout year groups. Learning walks to continue.
- Another staff meeting to be organized and timetabled to gauge staff's thoughts on how everything is going.
- Vicky Sunderland Stockport Music Service to deliver another session of CPD to inspire and build confidence in teaching Music.
- Floor books to be also monitored regularly and offer help and suggestions.
- Stipulate to staff that Music videos are to be uploaded at the start and end of each term with the same lesson aim to clearly see progression from A to B.
- 'Genre of the week' has been introduced this week to ensure children are exposed to an eclectic mix of music on a weekly basis. PSHE links with feelings and wellbeing. Continue to promote this!
- Focusing on Reception Progression maps to tweak to ensure Music Express continuous provision ideas are weaved into ours and linking with Reception's themes/topics.