

Belvedere Infant and Nursery School

Music Curriculum Rationale

Through the delivery of the National Curriculum we will engage and inspire pupils to develop a love of music and so increase their self-confidence and creativity. We will enrich pupils love of music through singing across the school as well as developing a crucial engagement with music with opportunities to compose and listen to a range of music. We explore how music is created and encourage pupils to develop their musical talents.

Intent

During Music lessons, the children learn about the elements of music, exploring how sound is made and how to use their voices. We strive for the children to achieve higher levels of confidence in singing and speaking in front of the whole class, developing their opinions of music and instruments and increasing their knowledge of music across the world and over time. The children are encouraged to participate in group music making to build relationships and to help with collaboration and we ensure the songs they learn are memorable.

In EYFS, the children learn how to create sounds with a wide range of instruments, sing songs in whole class and small groups, develop a sense of rhythm and timing, and differentiate different vocal sounds. In KS1, the children give names to the elements of music - rhythm, pitch, dynamics - building on concepts already learned. We encourage creative music making, rewriting and writing music and taking ownership of the music and sounds we're making. Speech and language are developed throughout EYFS and KS1 with chants, call and response songs and learning new songs off by heart and with lyrics to read. We develop an understanding of syllables and the rhythmic patterns of words and by rewriting existing songs with new words that fit the given pattern.

Implementation:

Music lessons are fun, creative and practical. Children are encouraged to join in with singing, playing instruments and offering their opinions of music. We have weekly practical lessons, that begin with singing and move into topic related sessions - such as learning about a musician, creating music with given instruments or listening to and discussing the elements of music. We do have some objects that helps the children identify the subject for the children such as a ukulele or a piano in each session.

We encourage children to love the subject of Music as we discuss what the pupils like and dislike about given pieces of music, we encourage individual expression and we include music they know and love already. Home learning is not expected although we do provide listening suggestions. In terms of extra curricula learning linked to the subject of Music we have Choir and weekly music assemblies. We also have a themed day per month were we allocate the musician of month award.

Our Curriculum Impact - How do we ensure that children are learning the curriculum?

In terms of assessment and expectations we want all children to understand the link between practicing and performing, and how performing differs - i.e. performing to an audience, making sure to get everything right, concentrating for a whole song. They will need to take ownership of their own performance and if they need to practice more. In terms of supporting those who may fall behind we repeat songs until everyone can join in, we challenge the more able however with small group performances, coming up with actions to songs, using an instrument in addition to singing and leading the group or class.

In terms of assessments, these are largely in the form of performances, but can also include question and answer sessions, and later, in written exercises. We do use questioning, discussion and collaborating - we have discussions about pieces of music, questions about existing and new knowledge and collaborations through group music making, as well as team games.

To ensure children are kept safe we encourage them to walk sensibly, ensuring all cables and wires are tidy, instruments are securely stored out of reach. We warm up our voices and talk about vocal health - including how shouting can hurt you.