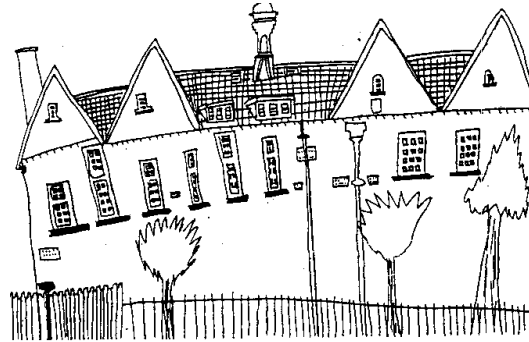


# Music at Letchmore Infants' and Nursery School



## Subject Intent Statement

At Letchmore we aim to provide all pupils with a high quality music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity and imagination and provides opportunities for self-expression. We offer opportunities for children to develop their talents in all aspects of music including composition, singing and appreciation. Children will be encouraged to have an active involvement in creating and developing musical ideas using voices and instruments - both tuned and un-tuned. Our vision is that the children will explore music from a variety of styles, times and cultures and begin to compare and contrast these, helping them to formulate their own musical preferences and opinions that they are able to share with others.

## Implementation

Nursery	Reception	Year One	Year Two
<ul style="list-style-type: none"> <li>• Join in with singing (across the curriculum with a focus on Nursery rhymes in term 2, as well as learning Christmas songs for show)</li> <li>• Explore instruments- creating sounds by banging, shaking, tapping or blowing</li> <li>• Join in with dancing and ring games</li> <li>• Copy and create a rhythm (Pirate sea shanties- using percussion instruments)</li> <li>• Make up simple songs (Pirate sea shanties- term 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarise with and name different instruments</li> <li>• Explore different ways of playing instruments and the different sounds they create</li> <li>• Join in with rhymes and songs (Maths songs, singing in PSHE group games, Christmas songs and general day-to- day activities)</li> <li>• Create movement in response to music (dinosaur/Autumn dance/firework dance)</li> <li>• Begin to build a repertoire of songs (nativity, bug songs)</li> <li>• Capture experiences and responses with a range of media such as music, dance, paint and other materials (Chinese new year music and dance)</li> <li>• Use un-tuned instruments (percussion- Chinese new year, making dinosaur and insect sounds etc)</li> <li>• Respond to different types of music (Fairytale Ball)</li> <li>• Represent own thoughts ideas and feelings through music,</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a wide range of musical instruments and begin to play un-tuned instruments musically, with more control (Inspirational day-playing African drums)</li> <li>• Listen and respond to a wide range of music including classical, pop, jazz, reggae and music from around the world</li> <li>• Use their voices expressively (Learning the songs for the Year 1 Performance/The Greatest Showman songs)</li> <li>• Begin to understand pitch - high/low</li> <li>• Learn breathing techniques to use when singing</li> <li>• Learn about rhythm, tempo and melody</li> <li>• Accompany songs with a musical instrument.</li> </ul>	<p><b>In Year Two, the children will...</b></p> <ul style="list-style-type: none"> <li>• Tell stories and use instruments for accompaniment. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Explore singing in rounds</li> <li>• Play tuned and un-tuned instruments musically and create their own compositions</li> <li>• Listen to different types of music (including great composers, Folk and Jazz)</li> <li>• Explore 16<sup>th</sup> century music and instruments</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Use notation to create their own music</li> <li>• Compare a range of composers/ pieces / instruments.</li> <li>• Compose and perform a simple piece in a small group</li> <li>• To develop children's vocabulary using the different dimensions of music</li> </ul>

	<p>design and technology, art, dance, role-play and stories. (Our year in song)</p>		<ul style="list-style-type: none"> <li>• To encourage children to reflect upon performances and peer-assess</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music, including longer pieces of music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• Begin to recognise songs from their rhythms only</li> </ul>
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#### Whole School

- Regular whole school singing assemblies
- Music an integral part to school Values Assembly
- Music genre of the month
- Seasonal Performances

Music is taught both discretely and through cross curricular learning within topics.

Topics across Letchmore				
	Nursery	Reception	Year One	Year Two
Autumn 1	All about me	Changes	This is me	Our Amazing World
Autumn 2	Nursery Rhymes	Celebrations	This is me(+Circus)	
Spring 1	People who help us	Super Me, Super You	A Trip around the World	Our Amazing Solar System
Spring 2	New Life	Jump into a book		
Summer 1	Growing	Let's Explore	Dinosaur Detectives	Our Amazing Country

Summer 2	Pirates		On our Doorstep	
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	Expected learning outcomes by the end of Early Years Foundation Stage	Expected learning outcomes by the end of Key Stage 1
EAD/Music	<ul style="list-style-type: none"> <li>Children sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>

**Provision for vulnerable groups and children with SEND:**

Class teachers will make adaptations to the curriculum appropriate to the needs of individual children. Learning activities and outcomes will be differentiated to ensure all pupils are able to participate fully and make progress. Resources will be adapted as appropriate to ensure all pupils can access all aspects of learning. Adaptations may include: use of visual and concrete resources, use of a whiteboard for recording, pre-teaching key vocabulary and concepts, assessment of understanding and progress through discussion and role play rather than through what a child has recorded. This list is not exhaustive and class teachers will work in collaboration with the child, parents / carers, SENCo, LSAs and external professionals to understand and respond to the children's individual needs.

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