

At Hamstel Infant and Nursery School we understand the importance of music and allowing our children to express themselves. We seek to inspire the children to be creative and confident in music and aim for every child viewing themselves as a potential musical artist.

## INTENT—*We aim...*

For all children to feel confident in music, by teaching a **broad curriculum** which enables the children to explore **different genres**, **key vocabulary** and skills.

For all children to have a clear understanding of **musical vocabulary** and for all children to **enrich and secure their learning through talk**

For all children to listen to and experience **real life performances**; which will **inspire** and build on any **ambition**.

For all children to make **progress** in musical **skills**, focusing on **singing**, **listening and composing**.

## IMPLEMENTATION—*How do we achieve our aims?*

At Hamstel Infant School and Nursery we follow the Charanga scheme of work to deliver the music curriculum. We also provide our own weekly bespoke sessions which allow the children to explore different genres of music, this enables the children to familiarise themselves with a variety of music and begin to develop their own likes and dislikes.

### KS1

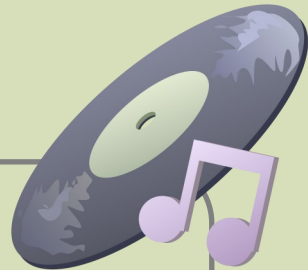
#### Cheranga

Our **Hamstel Headlines drive our commitment** to all children receiving quality first teaching. At Hamstel Infants we use the Charanga scheme to support our **structured lessons**, providing progression to children's learning and development as well as key teaching points for our teachers, to deepen their knowledge. Our planning helps consolidate previous learning and move learning forwards. We promote our school values '**WE CARE**' throughout all of our music lessons.



#### Genre Focus

In Key Stage 1, a **different genre** of music is taught each half term. Our bespoke genre planning is covered over a two year cycle where by children would have been introduced to 12 different genres of music and various musical artists. Through these sessions the children are **exposed** to and are able to **express** their **likes and dislikes**, supporting their **subject knowledge and vocabulary**. These lessons are short weekly bursts and further develop children's **knowledge and understanding** in music. Through these lessons children are engaged in talk and observation both with their teacher and their peers, which encourages them to **articulate, justify and explain** their thoughts around different types of music.



### EYFS

Our **Hamstel Headlines drive our commitment** to all children receiving quality first teaching across EYFS. In **Reception** children explore instruments weekly during continuous provision. Music lessons are taught weekly which enable children to **share their ideas** and **learn new things** about instruments. The children have instruments outside on our stage for them to create their own music with each other, as they learn more, they are able to use them properly by **showing their understanding** of how they are used and played. In Reception the children are **exposed to music** in the mornings, we select songs which **link to the school genre** which play whilst the children are completing their **Early Morning Work**. We have a **Christmas show to create, learn and perform** which enables the children to explore their own voices and sing in a large group. This is something we begin to develop from Nursery with our weekly songs and nursery rhymes. These opportunities provide exploration of music and use of their voices at a young age to support their confidence building.



## Oracy and Vocabulary Development

Oracy skills are taught explicitly in music lessons to ensure all children are able to communicate their subject knowledge and understanding of music through appropriate talk. Through well **planned and sequenced lessons**, children are **exposed to new subject specific vocabulary** whilst given opportunities to **revise** previously learnt vocabulary. Vocabulary is modelled in the correct context and with accurate articulation and pronunciation. In all lessons children use **stem sentences** to support sharing their ideas in a full sentence, **demonstrating subject knowledge** and understanding **Vocabulary** is explicitly planned for each lesson and is regularly modelled and **revisited** throughout lessons.



## Enrichment Opportunities

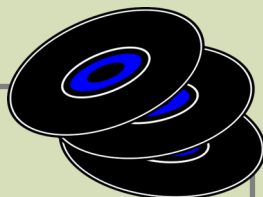
We work with our **local community hub** to provide **professional taught sessions and workshops** where the children are able to have different experiences beyond their classroom, such as a Boom Whackers learning session. Children in KS1 have the opportunity to participate in our **school choir** and perform at the **Infant Music Festival**. Connections in **our wider community** allow our school choir to perform to others. KS1 have a **weekly singing assembly** that brings the children together to learn a focus song and sing in a large group. Our links to **secondary schools** allows older students to visit our school and perform to younger children. This allows our young children to witness first hand and observe others, providing inspiration for any musical dreams.

## Sequenced Planning and Progression

Long term

**planning** ensures **coverage** of content from Nursery to Year 2. **Medium term plans** outline a clear sequence of lessons to ensure skills and knowledge are built on and developed whilst prior learning is revisited, reinforced and extended year on year. **Progression grids, medium term planning and connected grids** show **progression** in **vocabulary** and ensure key **'sticky knowledge'** outcomes are covered. Progression grids are used by teachers to plan appropriate adaptations to teaching so that all children are able to access the curriculum content and successfully meet the outcomes of lessons.

Beginning at Nursery, children are introduced to focus **songs and nursery rhymes**, this continues throughout their time at school. The children are expected to remember a variety of songs to build upon their understanding of music and the variation which is available.



## Assessment

Using our **progression grids and our highlighted expectations** for the end of the EYFS and Key Stage 1, teachers can assess the key outcomes linked to knowledge and skills. In **EYFS, assessment checkpoints** are used to inform judgments in music, **using observations** as a key method within this process. **Previous learning** is reviewed to gauge the knowledge and skills remembered that is forming part of the **long term memory**. **Effective questioning and feedback strategies** such as thumbs up, thumbs down, 3 tick answers and think pair share are used in the classroom form part of our **formative assessments** that move our children on as well as addressing gaps or misconceptions. End of unit lessons also form part of our assessment, to observe what the children have learnt and remembered and what may need to be revisited.



## IMPACT—How will we know we have achieved our aims?

All children will show **confidence** through their use of **vocabulary**, use of **instruments** and understanding of **music genre**.

All children will be able to explain the meaning of **subject specific musical vocabulary** and use these new words whilst discussing music.

All children will listen to and **experience live performances** building on their confidence, ambition and understanding of music.

All children will make **progress** in their musical **skills**, focusing on **singing, listening and composing**.

The children will be able to **sing** a range of songs, in time and in tune with the music.

The children will have a clearer understanding of how **instruments** are **played** and be able to use them.