



'Where everyone is valued and futures matter'

Music		
EYFS		
<p>Characteristics of Effective Learning:</p> <p>Playing and Exploring/Engagement</p> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' <p>Active Learning/Motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do <p>Creating and Thinking Critically/Thinking</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 		
Intent	Implementation	Impact
<p>At Girnhill:</p> <ul style="list-style-type: none"> • Children will be introduced to subject specific vocabulary that a musician would use. • Children will use subject specific vocabulary to talk like a musician. • Children will use subject specific vocabulary and definitions that a musician would use. 	<p>Our Music curriculum enables children to become a developing musician through high quality provision, which includes:</p> <p>Teaching sequence: Planning and delivery follows Rosenshine's Principles in action –</p> <ol style="list-style-type: none"> 1. Daily review 	<p>Outcomes: Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the 'knowing more and remembering more' principle.</p>



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<ul style="list-style-type: none"> • Children will research, interpret and present like a musician. • Children will learn, work and talk like a musician. <p>Planning: Music is planned using Early Years Foundation Stage Development Matters, Charanga and Music progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, practical skills, ideas and evaluation.</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • They respect their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. • Children sing songs, make music and dance, and experiment with ways of changing them. • Children can express themselves effectively, showing awareness of listeners needs. • They give attention to what others say and respond appropriately, while engaging in another activity. 	<ol style="list-style-type: none"> 2. Present new material in small steps 3. Ask questions 4. Provide models 5. Guide student practice 6. Check for pupils understanding 7. Obtain a high success rate 8. Provide scaffolds for different tasks 9. Independent practice 10. Weekly and monthly review <p>Teaching: Children are taught a range of musical techniques under three main music strands (performing, exploring and composing, listening, reflecting and appraising) in explicit taught sessions. Within the three main music strands we will focus on the skills of</p> <p>Perform</p> <ul style="list-style-type: none"> • Using their voices • Using Classroom Instruments <p>Explore and Compose</p> <ul style="list-style-type: none"> • Exploring • Composing <p>Listen, Reflect and Appraise</p> <ul style="list-style-type: none"> • Listening • Appraising 	
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<ul style="list-style-type: none"> • Children listen attentively in a range of situations. <p>Research: Closing the vocabulary gap:</p> <ul style="list-style-type: none"> - Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families – herein lies the vocabulary gap. - Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8. - Vocabulary at 5 – 7 is a direct predictor of comprehension 10 years later. <p>Rosenshine’s principles in action:</p> <ul style="list-style-type: none"> - Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence 	<p>Children are taught to practise, use and apply these skills independently and collaboratively throughout their learning environment. Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions. Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.</p> <p>Learning Environment: Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. Reach questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.</p> <p>Provision & Resources: Children have a range of musical instruments readily available to explore and investigate within their environment.</p> <p>Assessment:</p>	
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<p>needs to be implemented based upon daily, weekly and termly review.</p>	<p>Children are assessed against the Expressive Arts and Design and Communication and language Early Learning Goals. Children are assessed at 'Emerging', 'Expected' or 'Exceeding' standard.</p>	
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Key Skills in the Early Years

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making relationships</p> <p>Play cooperatively, taking turns.</p> <p>Listen to the ideas of others.</p> <p>Show sensitivity to others.</p> <p>Form positive relationships.</p> <p>Self-confidence and self-awareness</p> <p>Try new activities with confidence.</p> <p>Speak to others.</p> <p>Ask for help.</p> <p>Managing feelings and behaviour</p> <p>Talk about feelings.</p> <p>Talk about behaviour.</p> <p>Describe behaviour that is wrong.</p> <p>Work as part of a group or class.</p> <p>Follow rules.</p> <p>Adapt behaviour for the situation.</p> <p>Accept changes to routine.</p>	<p>Listening and attention</p> <p>Listen attentively.</p> <p>Anticipate key events.</p> <p>Make relevant responses.</p> <p>Give attention to others.</p> <p>Understanding</p> <p>Follow instructions.</p> <p>Answer 'how' and 'why' questions about events.</p> <p>Speaking</p> <p>Can express ideas to an audience.</p> <p>Describe events in the past, present and future.</p> <p>Develop narratives and explanations.</p>	<p>Moving and handling</p> <p>Show good coordination (large and small scale).</p> <p>Move confidently.</p> <p>Negotiate space.</p> <p>Handle equipment and tools.</p> <p>Health and self-care</p> <p>Understand the importance of exercise and diet for good health.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Dress independently.</p> <p>Wash independently.</p> <p>Go to the toilet independently.</p>	<p>Reading</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read some common, irregular words.</p> <p>Demonstrate to others an understanding of reading.</p> <p>Writing</p> <p>Use phonic knowledge to write words.</p> <p>Write some irregular common words.</p> <p>Write simple sentences.</p> <p>Spell some words correctly.</p> <p>Spell some words in a phonetically plausible way.</p>	<p>Numbers</p> <p>Count reliably with numbers from 1 to 20.</p> <p>Place numbers from 1 to 20 in order.</p> <p>Represent numbers.</p> <p>Add and subtract.</p> <p>Solve problems.</p> <p>Shape, space and measure</p> <p>Use measurements.</p> <p>Recognise, create and describe patterns.</p> <p>Describe objects and shapes.</p>	<p>People and communities</p> <p>Talk about past and present events.</p> <p>Show sensitivity to the likes and dislikes of others.</p> <p>Know the similarities and differences between themselves and others.</p> <p>The world</p> <p>Learn in familiar places.</p> <p>Observe and describe environments.</p> <p>Technology</p> <p>Recognise the uses of technology.</p> <p>Use technology for a purpose.</p>	<p>Exploring and using media and materials</p> <p>Sing songs.</p> <p>Make music.</p> <p>Dance.</p> <p>Use tools and materials safely.</p> <p>Being imaginative</p> <p>Use media and materials imaginatively.</p> <p>Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories.</p>



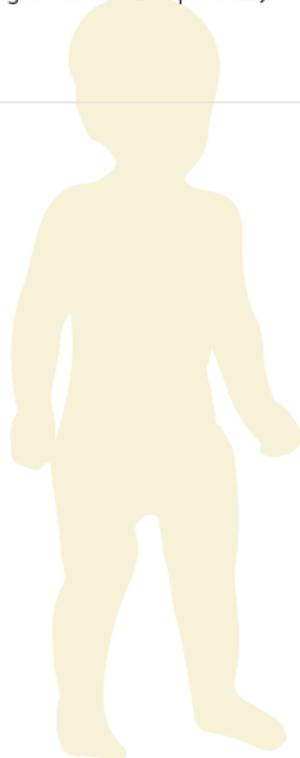
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Listening and attention

Give attention to others

22–36 months

- Single-channelled attention – can shift to a different task if attention fully obtained (using child's name helps focus).



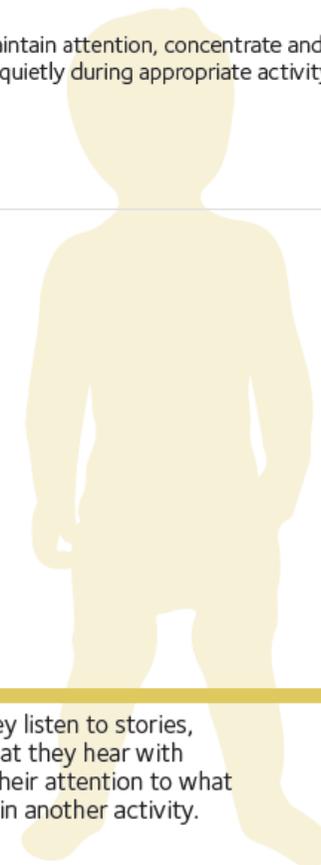
30–50 months

- Able to follow directions.



40–60+ months

- Maintain attention, concentrate and sit quietly during appropriate activity.



Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.



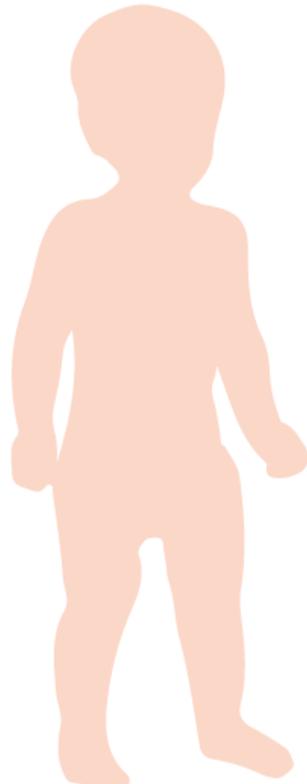
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Exploring and using media materials

Use tools and materials safely

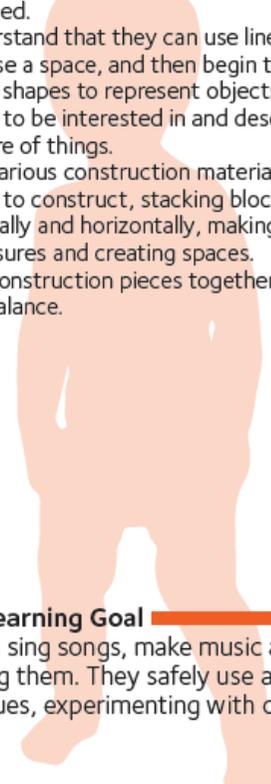
22–36 months

- Experiment with blocks, colours and marks.



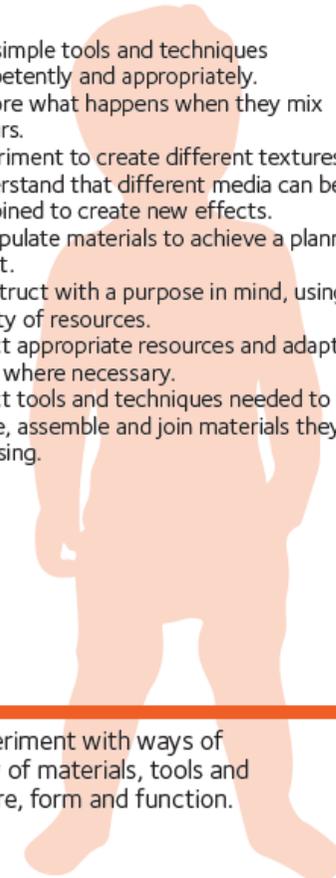
30–50 months

- Realise tools can be used for a purpose.
- Explore colour and how colours can be changed.
- Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Begin to be interested in and describe the texture of things.
- Use various construction materials.
- Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Join construction pieces together to build and balance.



40–60+ months

- Use simple tools and techniques competently and appropriately.
- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources.
- Select appropriate resources and adapt work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.



Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



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Being imaginative

Use media and materials imaginatively

Represent Ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories

22–36 months

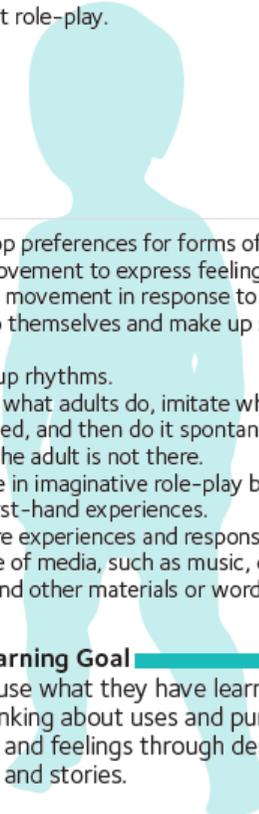
- Begin to make-believe by pretending.



- Begin to use representation to communicate, e.g. drawing a line and saying 'that's me.'

30–50 months

- Build stories around toys.
- Use available resources to create props to support role-play.

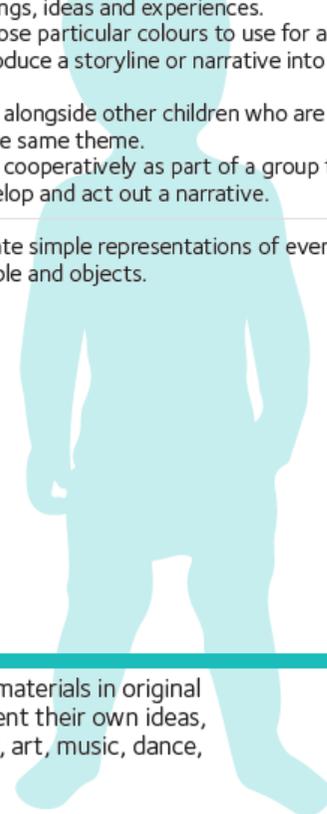


- Develop preferences for forms of expression.
- Use movement to express feelings.
- Create movement in response to music.
- Sing to themselves and make up simple songs.
- Make up rhythms.
- Notice what adults do, imitate what is observed, and then do it spontaneously when the adult is not there.
- Engage in imaginative role-play based on own first-hand experiences.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40–60+ months

- Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Choose particular colours to use for a purpose.
- Introduce a storyline or narrative into their play.
- Play alongside other children who are engaged in the same theme.
- Play cooperatively as part of a group to develop and act out a narrative.

- Create simple representations of events, people and objects.



Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



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Speaking

	22–36 months	30–50 months	40–60+ months
Can express ideas to an audience	<ul style="list-style-type: none"> Use language as a powerful means of widening contacts and sharing feelings, experiences and thoughts. 	<ul style="list-style-type: none"> Use intonation, rhythm and phrasing to make the meaning clear to others. Use vocabulary focused on objects and people that are of particular importance to them. 	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
Describe events in the past, present and future	<ul style="list-style-type: none"> Learn new words very rapidly and use them when communicating. Use gestures, sometimes with limited talk. 	<ul style="list-style-type: none"> Can retell a simple past event in the correct order. Use talk to connect ideas, explain what is happening, anticipate what might happen next and recall and relive past experiences. 	<ul style="list-style-type: none"> Use language to imagine and recreate roles and experiences in play situations.
Develop narratives and explanations	<ul style="list-style-type: none"> Hold a conversation, jumping from topic to topic. Use a variety of questions. Use simple sentences. Begin to use word endings. 	<ul style="list-style-type: none"> Begin to use more complex sentences to link thoughts. Question why things happen and give explanations. Use a range of tenses. Build up vocabulary that reflects the breadth of their experiences. Use talk in pretending that objects stand for something else in play. 	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Link statements and stick to a main theme or intention. Introduce a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



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Music		
KS1		
<p>Aims:</p> <ul style="list-style-type: none"> • To provide a Music curriculum which follows the national curriculum and is enhanced through children's classroom experience. • To perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • To learn to sing and to use their voices. • To create and compose music on their own and with others. • To have the opportunity to learn a musical instrument • To enhance learning opportunities through appropriate use technology. • To have the opportunity to progress to the next level of musical excellence. • To understand and explore how music is created, produced and communicated. • For all children to enjoy and participate in individual and collaborative learning. • To promote a Music curriculum which provides engagement, challenge and support for all children. • To enable learning experiences which promote independence, co-operation. • To promote opportunities for children to further develop skills through an extended curriculum. 		
Intent	Implementation	Impact
<p>At Girnhill:</p> <ul style="list-style-type: none"> • Children will be introduced to subject specific vocabulary that a musician would use. • Children will use subject specific vocabulary to talk like a musician. • Children will use subject specific vocabulary and definitions that a musician would use. 	<p>Our music curriculum enables children to become a developing musician through high quality provision, which includes:</p> <p>Teaching sequence: Planning and delivery follows Rosenshine's Principles in action –</p> <ol style="list-style-type: none"> 1. Daily review 	<p>Outcomes: Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the 'knowing more and remembering more' principle and this is also evident through learning journey books.</p>



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<ul style="list-style-type: none"> • Children will research, interpret and present like a musician. • Children will learn, work and talk like a musician. <p>Planning: Music is planned using KS1 National Curriculum programmes of study, Charanga, and Music progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, practical skills, ideas and evaluation.</p> <p>Research: Closing the vocabulary gap:</p> <ul style="list-style-type: none"> - Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families – herein lies the vocabulary gap. - Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8. - Vocabulary at 5 – 7 is a direct predictor of comprehension 10 years later. <p>Rosenshine’s principles in action:</p>	<ol style="list-style-type: none"> 2. Present new material in small steps 3. Ask questions 4. Provide models 5. Guide student practice 6. Check for pupils understanding 7. Obtain a high success rate 8. Provide scaffolds for different tasks 9. Independent practice 10. Weekly and monthly review <p>Teaching: Children are taught a range of musical techniques under the principles of three main music strands (performing, exploring and composing, listening, reflecting and appraising) in explicit taught sessions. Within the three main music strands we will focus on the skills of:</p> <p>Perform</p> <ul style="list-style-type: none"> • Using their voices • Using Classroom Instruments <p>Explore and Compose</p> <ul style="list-style-type: none"> • Exploring • Composing <p>Listen, Reflect and Appraise</p> <ul style="list-style-type: none"> • Listening • Appraising 	This column is intentionally left blank in the original image
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- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review.

Curriculum:

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- To 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.

A series of lessons will follow a specific teaching sequence that allows children to focus on a specific genre each session. This will follow the structure of listening and appraising a piece of music, consider the subject specific vocabulary, practice the skill of performance, share and perform and evaluating using the subject specific vocabulary.

Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions. Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.

Learning Environment:

Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. Children will access learning in both whole class and small group tasks.

The music working wall will mirror the knowledge organiser clearly displaying subject specific vocabulary, which is clearly defined, key



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	<p>facts and reach questioning. Reach questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.</p> <p>Fiction and non-fiction texts are available throughout the provision and key texts are chosen to be a focused book of the week to build vocabulary and knowledge.</p> <p>Knowledge Organisers : These provide a clear guide to key vocabulary and facts both to use in school and at home.</p> <p>Class Learning Journey Big Book : Regular opportunities to revisit learning through the class learning journey books are planned to recall knowledge and make connections on a regular basis.</p> <p>Enrichment: Enrichment opportunities are carefully selected to enhance learning opportunities for children by demonstrating real life contextual understanding of music to enable children to become musicians.</p> <p>Resources:</p>	
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	<p>Children have access to a range of musical instruments to develop and enhance their musical skills in line with the music progression grids. In addition to this, children have access to a wide range of subject specific texts to support key concepts and ideas.</p> <p>Assessment: Children are assessed by their use of the subject specific vocabulary (video footage, pupil voice and child's use of language), evidence of the making process and evidence of the final piece of work.</p>	
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