



What does the Learning Journey for Music look like?

If you were to walk into a Music lesson at East Preston Infant School, you would see:

- ✓ Children actively learning and exploring in their school environment with access to a wide range of high-quality resources. The children will be singing and playing instruments with enthusiasm. The children will be confident to perform, talk about and demonstrate their skills with pride, using appropriate musical vocabulary.
- ✓ **Singing**- including warm-ups, breathing techniques and use of dynamics. **Listening**- including listening to pieces of music from a wide range of cultures and traditions that reflect our community. **Composing**- giving pupils and opportunity to contribute to musical culture in unique and valuable ways. **Performing**- giving pupils opportunities to celebrate, share an experience music of all kinds. **Musicianship**- pulse/beat, rhythm and pitch.
- ✓ In addition to the weekly music lesson there are musical opportunities throughout the school day e.g. listening to a piece of music when coming in from playtime/going into assembly, teacher's chanting tidy up routines, children keeping the beat to music used for routines throughout the day. Children have access to apps using the iPad e.g. 2Beat and can explore instruments independently during Choosing Time.
- ✓ Cross-curricular musical opportunities- singing and chanting in Maths, singing within celebrations of different cultures, singing across different subjects to develop specific vocabulary, drawing in a response to music, workshops linked to key texts in Literacy (Write Stuff).
- ✓ In EYFS – Children experiment with different ways of using their voice for example, speaking, singing, whispering and chanting. They are engaged in a range of songs and games to allow the children to feel and move to a pulse. Children are encouraged to sing nursery rhymes and respond to a variety of music in different ways. They clap short rhythmic patterns and experiment with ways of making sound, body sounds and sounds on percussion instruments.
- ✓ In Year 1 – Children begin to sing in tune within a limited pitch range and can make a range of sounds using their voice. They perform rhythm patterns and actions with a good sense of pulse and play tuned and untuned instruments with care and control. They can distinguish between pulse and rhythm and are introduced to rhythm symbols for a crotchet (ta) and quavers (ti-ti). They listen to a variety of music and can describe it, commenting on features such as tempo, pitch and dynamics.
- ✓ In Year 2 - Children sing in tune with a limited pitch range. They can clap and play rhythm patterns from known symbols (crotchet/ta, quavers/ti-ti and crotchet rests) and can follow simple performance directions for dynamics and tempo. They recognise and demonstrate an awareness of a link between shape and pitch using simple graphic notation. Awareness of pitch and rhythm is further explored using untuned instruments such as Djembe drums and tuned instruments such as recorders and glockenspiels. They can listen with increased concentration and respond appropriately by making statements and observations about music they hear.

What happens if my child struggles and finds it hard?:

- ✓ Often children respond positively to music but there are the following considerations: a child might wear ear defenders, have 'Sneaky Peeks' (e.g. Introduction to a new instrument), smaller groups in a small garden or additional adult support, visual support for tuned instruments, Widget symbols to support.
- ✓ Teachers have an excellent knowledge of individual children and are adept at meeting their needs through appropriate provision.



What if my child is showing secure understanding, how are they challenged?:

- ✓ Through questioning the child can collaborate with their peers to achieve a musical goal.
- ✓ Application of musical skills in increasingly complex ways.
- ✓ Discussions about musical experience using specific vocabulary.
- ✓ Joining musical clubs to enhance their experiences in music.

What learners at East Preston Infants say about Music:

Reception – “We like dancing to the guitar music”.

Year 1 – “We played the keyboard like the bear did in the story”.

Year 2 – “Down in Africa, beat that drum!”.



Successes in 2023-2024:

- A new scheme of work was established in order to develop key musical skills in all year groups whilst ensuring that music informs an integrated part of the curriculum.
- Every year group listen to a piece of music for a half term block so that the children are hearing a wide range of genres of music during their time at the school.
- Year R had a body percussion workshop which linked with their text ‘Going on a Bear Hunt’.
- Year 1 had a keyboard workshop to complement their text ‘The Bear and the Piano.’
- East Preston Infant School hosted the ‘Little Big Sing’ workshop for Year 2 in May 2024.
- Music developments shared with staff at staff meetings.
- Transition ideas to encourage the children to engage in music throughout the school day.
- All year groups attend singing assembly every week.
- Year 2 ‘Getin2 Music’ was an established part of the Year 2 music curriculum and every Year 2 child have learnt to play three instruments over the year.
- Choir club performance at the D Day celebrations in the village in June 2024.

Focus for 2024-2025:

- To purchase new instruments specifically for each year group.
- To purchase new storage for the instruments.
- To continue to raise the profile of the choir.
- To have year groups sing a song that they have learnt, from their music lessons, in singing assembly.
- To host the ‘Little Big Sing’ on an annual basis.
- To continue to have workshops for each year group, complementing literacy texts.
- To have drumming sessions for vulnerable children.