

# Music at Church Eaton



## What are our aims?

### EYFS (Early Years Foundation Stage)

*Expressive arts and design educational programme (taken from the EYFS Framework 2020)*

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Key Stages 1 and 2

- **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**
- learn to **sing** and to use their voices, to create and **compose music** on their own and with others, have the opportunity to **learn a musical instrument**, use technology appropriately and can progress to the next level of musical excellence
- **understand and explore how music is created**, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## What do we cover in EYFS?

Our Music key concepts are embedded throughout the curriculum. Our procedural knowledge progression map then outlines what we want your child to learn at the different stages of their time in EYFS.

	Nursery	Reception
<b>Expressive Art and Design</b>	<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>

### What do we cover in Years 1 to 6?

Our Music key concepts are embedded throughout the curriculum. Our procedural knowledge progression map then outlines what we want your child to learn at the different stages of their time at Church Eaton.

Concept	Years 1 and 2	Years 3 and 4	Years 5 and 6
To perform	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ul>
To compose	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinato (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
To transcribe	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>

To describe music	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture, and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch, dynamics, tempo, timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo and rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>
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#### What does learning look like in EYFS?

Your child will begin to follow the seven- part lesson plan when they join in with small group adult led activities (see below). They also will take part in Continuous Provision. Activities for Continuous Provision are linked to current learning, previous learning or child choice. We call it 'Busy Bee Time' so that the children know that they are not just 'playing.' The activities are loosely planned and enable children to take their own learning where they wish to. They access resources with a degree of independence and are taught how to manage risk safely through modelling and expectation. Learning during Continuous Provision holds the same amount of merit as Adult Directed learning if not more so.

#### What does learning look like for in Years 1-6

Your child is taught in mixed aged classes and will complete units of work that can take up to 6 weeks to finish. We begin each unit with a big question to stimulate discussion and provide links with other areas of the curriculum throughout the unit. For each lesson, or sequence of lessons, we follow a seven-step model based on research completed by the EEF (Education Endowment Foundation) [The Seven Step Model](#).

**Step 1: Activating Prior Knowledge:** We begin by considering the key concepts that we have taught previously and what your child will need to know to access the learning. We ask a series of questions about what they have learned previously that is relevant. Your child will be reminded of the vocabulary and knowledge that they have acquired which will help with the next task.

**Step 2: Explicit Strategy Instruction-** We introduce the new knowledge, new vocabulary and/or new technique to your child. We ensure that they are not taught too much in one go as we do not want to overload their working memory. We talk to them about how they will complete the task and take them through each step as well as discussing strategies and how to manage their emotions.

**Step 2: Modelling of learned strategy:** We always model how to complete each step of the task then. We show which strategy we will use and how we manage our emotions during the learning process.

**Step 4 Memorisation of strategy:** We check to see if your child has understood what they have been taught.

**Step 5 Guided Practice** We then provide lots of opportunities for them to practice and gradually remove support as they become more comfortable. Sometimes your child might need extra help, so they are supported in a way which promotes and sustains their confidence and competence once the scaffold is removed.

**Step 6 Independent practice:** Your child may then complete the task by themselves without support.

**Step 7: Structured reflection:** Finally, we think about what went well and what they would do differently next time. We encourage pupils to reflect on how their emotions and motivation levels affected their performance in the task. This can take place as whole class, Individually or in small groups.

### How do we track progress in EYFS?

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations, or working above age related expectations.

At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

Early learning goals that link to Music:

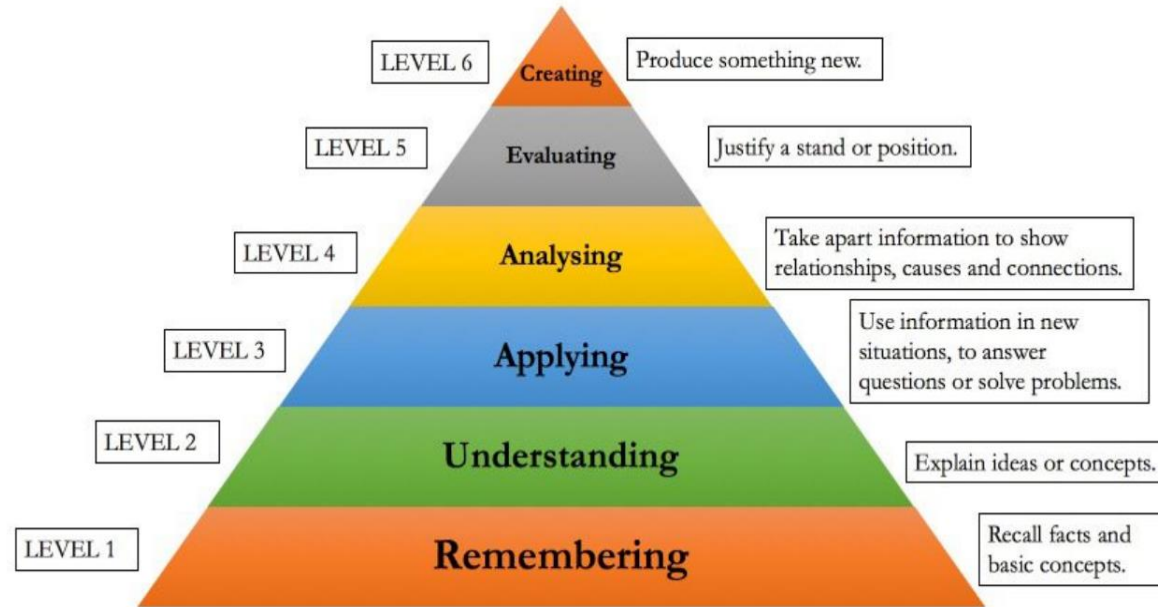
ELG Being imaginative and expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

### How do we track progress in Years 1-6?

Children complete endpoint assessments which we call Products., We then complete book looks/ pupil interviews and regular moderation exercises of this work to check on the progress made and identify how we can support your child in the future.

Because your child is in a mixed age class, which they stay in for two years, we may repeat a concept or a chunk of learning several times. As your child becomes more secure in their understanding of this concept, we are then able to identify the depth of their knowledge. We use Bloom's Taxonomy' to do this. Bloom's Taxonomy attempts to classify learning stages from remembering facts to being able to create new ideas with the knowledge that has been gained. The idea of Bloom's Taxonomy is that learning is a consecutive process. Before applying a concept in real life, we must understand it. Before we understand a concept, we must remember the key facts related to it. It looks like this.



As a rough guide, we aim for children to be working at these levels

	Years 1 and 2			Years 3 and 4			Years 5 and 6		
Year	Year 1	Year1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year5/6	Year 6
Depth of Knowledge demonstrated	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate