



Music Progression

Introduction

Music is considered to be essential to the all round development of children at St. Alphege and the use of a specialist teacher within the school allows for the delivery of a broad and deep curriculum. Music is delivered throughout the school by all staff and is used as a vehicle to enhance every area of the curriculum. Music further strengthens the sense of community within the school and supports our vision and ethos. Music is part of every day at St. Alphege and children are given a wide range of opportunities, to perform, listen and create music that reflects a multi cultural society. The music curriculum covers all aspects of the National Curriculum and EYFS, but is tailored to the specific location and needs of the children within the school. The children's cultural capital is carefully considered when planning enriching opportunities to enhance their life experiences, such as visits to the theatre, opportunities to watch live musical performances and be exposed to a variety of different genres of music.

All children are given equal access to the musical curriculum whatever their background or personal needs are and careful use of pupil premium funding enables access to extra curricular music provision where appropriate.

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Early Years

Music is fundamental to the Early Years and supports learning in all areas of the curriculum. The main Early Learning Goals for Music fall into the Expressive Arts and Design and the Being Imaginative category.

By the end of reception pupils will:

- Begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Understand that different media can be combined to create new effects.
- Manipulates sounds to achieve a planned effect.
- **ELG - Sing songs, make music and dance, and experiment with ways of changing them.**

BEFORE A CHILD TALKS, THEY *sing*.
BEFORE THEY WRITE, THEY *draw*.
AS SOON AS THEY STAND, THEY *dance*.
Art IS FUNDAMENTAL TO
human expression.
- PHYLICIA RASHAD



- ELG - 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.

Having secured these skills, children's knowledge and understanding will then be built upon in Key Stage One.

Key Stage 1

Singing

Developing an expressive singing voice is at the heart of the children's musical development in Key Stage 1.

The children will:

- Learn to sing with ever increasing accuracy within an appropriate pitch range
- Sing with expression and understanding
- Use their voice to discover pulse and rhythm through a range of gross and fine motor movements
- Use their voices to understand a number of simple patterns including partner songs and canons.
- Use their voices to **compose** short chants and songs
- Use songs to learn about many aspects of the school curriculum other than music.
- Use their voices to **perform** individually, in small groups, as a class and as a whole school in a variety of different situations.

Instrument playing

St. Alphege has a good stock of size appropriate, tuned and untuned percussion instruments. Children learn to play the instruments with the correct technique but are also given opportunities to 'explore freely', what the instruments can do and to make appropriate instrument choices for given stimuli.

Throughout KS1, children are given time to **compose** short pieces in pairs and small groups and these pieces are often recorded so the children can reflect on their work. The children discover how to make simple graphic scores so they can reproduce their work. Children learn to **perform** with accuracy and confidence on their instruments. There is also the opportunity to take instrumental lessons individually or in small groups at St Alphege.

Listening and Appraising

Children **listen** to music from a wide range of musical styles and cultures. Sometimes the children listen and watch quietly but at other times they freely move to the music, draw or paint, write poems or learn dances in response to the music.



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The children learn to observe closely what they hear and discover the language to comment and **appraise** what they 'feel' and why.

Equal Opportunities

All of our lessons are designed to enable equal access for all pupils. Specific needs will be planned for carefully to ensure that these do not become a barrier to their learning. The nature of our music lessons enables pupils to interact in a variety of ways and utilises visual, auditory and kinaesthetic approaches. Additional adult support will be provided where needed and according to the individual pupils provision planning.

We also use music as a tool to deliver special educational needs interventions for children where appropriate. We offer a range of interventions tailored to the specific needs of the children. For example: Intensive musical interaction, Singing Speech and Language groups, Drumming/music groups used to develop and support social, emotional and interaction skills.

Music, especially singing, is used to enhance the vocabulary of all children. We have increasing numbers of children with speech and language needs entering Reception and this has been specifically considered when designing our music curriculum. Music is used as a tool to enhance speech, language, listening and attention skills.