



Intention statement:

Music is embedded into everyday life at Hursthead Infant School and we take every opportunity to explore, enjoy, create and experience it. We encourage the understanding and enjoyment of music through an active involvement in listening, composing and performing. We have weekly singing assemblies where we want all children to feel a part of our school choir and find their singing voice. The children have the opportunity to experience 'live music' and enjoy vocal and instrumental music-making through nursery rhymes, traditional and modern songs and percussion instruments.

National Curriculum

EYFS-

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.

Reception : The following statements are taken from Development Matters in the Early Years 2021 and include the EYFS Early Learning Goals

What the child is learning	Activities and opportunities
Communication and Language: Listening, attention and understanding Listens to music and responds to what they hear with relevant questions, comments and actions in whole class and small group discussions.	• Children listen to and describe music regularly • Children listen and respond to music in dance. (e.g children with walk/jump with a beat to music)
Expressive arts and design: Exploring and using Sings a few familiar songs Taps out simple repeated rhythms Explores and learns how sounds can be changed Begins to build a repertoire of songs They explore the different sounds of instruments They sing songs and make music, experimenting with ways of changing them	• Rhythm work using cat/monkey symbols as well as topic words • Topic songs • Singing in assembly • Performances • Number songs • Music table in the classroom for free exploration

Expressive arts and design: Being imaginative Develop preferences for forms of expression Sings to self and makes up simple songs Makes up rhythms Captures experiences and responses with a range of media such as music They represent their own ideas	• Opportunities for self-initiated activities with access to a range of tuned / untuned musical instruments and technology, both indoor and outdoor • Rhythm work using cat/monkey as well as topic words and pictures
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The Characteristics of Effective Learning relating to Music

Characteristic	How a child is learning
Playing and exploring	• Uses senses to explore the world around them • Engaging in open-ended activities • Showing particular interests • Initiating activities • Taking a risk, engaging in new experiences, and learning by trial and error
Active learning	• Maintaining focus on their activity for a period of time • Not easily distracted • Persisting with activity when challenges occur • Showing satisfaction in meeting their own goals • Enjoying meeting challenges for their own sake rather than external rewards or praise
Creative and thinking critically	• Thinking of ideas • Planning, making decisions about how to approach a task, solve a problem and reach a goal

Key stage 1 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
- ♣ 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.

Our Curriculum

Hursthead Infant School aims to create young musicians that enjoy exploring music through singing, listening, performing, composing and evaluating a variety of genres. We aim for children to know, apply and understand the key areas of music by performing in front of others, composing their own music and being able to comment on music using appropriate musical vocabulary.

Throughout the school all children learn the following musical elements:

- Pitch (high/low)
- Duration (long/short; pulse or beat; rhythm)
- Dynamics (loud/quiet)
- Tempo (fast/slow)
- Timbre (quality of sound)
- Texture (several sounds played or sung at the same time/one sound on its own)
- Structure (different sections, e.g. beginning, middle, end; repetition in the middle)

These elements are taught through singing, playing tuned/untuned instruments, listening to live and recorded music, performing, composing and developing musicianship.

Through assembly planning and year group planning we develop knowledge that is repeated yearly in a spiral curriculum. This allows the children to develop musical skills that will be practiced, revisited and revised each year.

What does music teaching look like?

At Hursthead, we use a spiral based curriculum where music elements and skills are repeated and revised every year through different genres and knowledge. Each year children will learn about the musical elements and gain musical skills by listening, appraising, composing and performing.

Singing is a strong and consistent part of learning in both EYFS and KS1. We have a weekly whole school singing assembly as well as year 1 and 2 singing assemblies weekly. We enjoy singing in unison and as the children continue through the school they sing in parts. We keep singing logs for each year group to help children sing a variety of different songs that develop music skills and knowledge.

Listening to different genres is important to developing strong knowledge and understanding of the musical elements. Through our curriculum planning, whole school assemblies and singing assemblies we ensure there is a variety of music for children to enjoy, which is tracked through our listening logs.

Wider Opportunities

We aim to develop a culture of music that not only enriches the lives of individuals but of the whole school community. It is widely recognized (The Power Of Music to change lives) the benefit to pupils' self-esteem and self-discipline which leads to higher standards across the curriculum. We have live music events through the school year, along with in school performances, extra curricular clubs (ukulele/Choir/Recorder Club/Piano) and musical instruments being taught during PPA.



Staff Christmas Carols



Recorder Club Performance

Ukulele Club, Choir and PPA

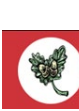


Christmas Productions

Poetry Assembly (every term)

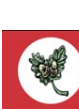
Music in EYFS

Reception	Music Focus		Cross-curricular links
Autumn	Stockport Music Service Planning- - To tap a pulse, keep the beat and say names in time. - To create and perform rhythm patterns (red and yellow), using body percussion and untuned instruments. - To sing alone and as part of a group. - To move to a pulse, noticing changes in tempo. - To maintain tempo (keep a steady beat). - To follow a conductor. To sing with increasing confidence Explore duration, dynamics, pitch. Children to tap, shake and scrape instruments. Explore loud and quiet (dynamics) in songs Listen to and discuss music (exploring feelings, what they can hear and similarities to other music) Songs for the Christmas play Perform in front of an audience		Drama/performance of Goldilocks and The Nativity for parents Wake up shake up Number songs Rhythm work using names/topic pictures/words Moving to music Making music using natural objects in the outdoors
Spring	Introduce and use 2 simple music app on computer Explore tuned and untuned instruments to make a steady beat, creating seasonal word rhythms in composition. Sing songs from memory – Hello Mr Sun and Mark the Shark Explore all dynamics in music Sing songs from memory		Using Music Toolkit for composition Wake up shake up Rhythm work using topic words and pictures Dance Easter assembly
Summer	To understand the term dynamics (volume) and follow instruction to perform loudly or quietly while following rhythm patterns, performing as a group and improvising short patterns. - To copy simple rhythms - To play and sing together, keeping a steady tempo. - To understand and use dynamics. - To create a soundscape too retell a familiar story through music Explore simple musical notation – revisit cat monkey then extend using animal names (cont through term + children to create own music using notation) Resource: Andy’s Raps - various Sings songs from memory: Baby Animal Song and Bright New Shiny Day Explore texture and timbre: Listening and moving to different styles of music – music Perform for an audience		End of year assembly Wake up shake up Music from Africa Dance Rhythm work using topic words and pictures Composition work using Music Toolkit
All year	Music boxes giving children the opportunity to Listen & Appraise, Perform, Compose, and Improvise with tuned and untuned instruments in continuous provision. Children sing regularly in the classroom and for assemblies/performances. Cross curricular links		



Music in Year 1

Year One	Music Focus	Cross-curricular links
Autumn 1	Rhythm and Composition storytime Children will learn the first rhythm tags (cat, monkey and rest) and associate them with characters in a familiar story. They will learn to compose, sing and perform using body percussion and a selection of untuned instruments as soloists, in groups and as an ensemble, varying dynamics and tempo. - To feel a pulse and be able to move to music. - To recognize and use rhythm tags. - To identify and name a selection of instruments. - To use our singing voice with increasing confidence. - To keep a steady pulse. - To listen and join in with a song. - To compose and perform rhythm patterns. - To play untuned and tuned percussion correctly. - To recognize pitch (high low) and dynamics (loud quiet), using these to improve performance Christmas Performance Singing developing musicianship through group choir performances.	PE - changing to music, listening to and identifying instruments in an Orchestra Singing performance for parents Maths- songs to learn counting in 2s, 5s and 10s
Autumn 2	Charanga-Hey You! How pulse, rhythm and pitch work together. Exlporing the genre Hip Hop Performing, composing and improvising using glockenspiels.	Christmas Carols (seesaw video)
Spring 1	Playing and Performing This unit develops the children’s ability to recognise the differences between high and low pitches and to begin to play notes to set rhythm patterns using cat, monkey and rest. - To play tuned percussion correctly, including holding the beater. - To recognize pitch (high low) and dynamics (loud quiet), using these to improve performance. - To play as an individual, group and class ensemble, keeping tempo. - To improvise rhythm patterns and basic melodies. To compose and notate melodies.	Humanities – Topic songs
Spring 2	Charanga- In the Groove Exploring different genres of music. Baroque, Blues, Latin, Bhagra, Folk and Funk Further developing pulse, rhythm and pitch. Performing, composing and improvising using glockenspiels.	IT - use 2simple Toolkit whole class and individuals for listening and composing
Summer 1	Interrelated dimensions of music-This unit develops the children's ability to create and identify different sounds using the inter-related dimensions of music. - To play tuned percussion correctly keeping to a pulse and reading appropriate notation - They will learn to describe and create loud and soft, high and low, fast and slow sounds. - They will learn about timbre, structure and texture, and will perform their own short compositions	Ten Pieces: Mozart's Horn Concerto No. 4 (3rd movement) Ten Pieces: 'Storm'
Summer 2	Charanga-your imagination Explore structure/texture of songs using different singing parts. Using knowledge of pulse, rhythm and pitch to compose and improvise.	IT - Recording of Treasure Island End of year assembly
All year	Music boxes giving children the opportunity to Listen & Appraise, Perform, Compose, and Improvise with tuned and untuned instruments in continuous provision. Children sing regularly in the classroom and for assemblies/performances. Cross curricular links	



Music in Year 2

Year Two	Music Focus	Cross-curricular links
Autumn 1	Rhythm and Composition- Working on tuned and untuned percussion and creating four beat patterns. Children will build upon previous rhythm work, recognizing, naming and performing the rhythm tags: cat, monkey, cow and rest. They will be able to read, perform and compose short rhythm patterns of combinations of these rhythm tags using body percussion, vocal sounds and untuned and tuned percussion instruments	Harvest Assembly
Autumn 2	Charanga- Friendship song Exploring pop music genre How pulse, rhythm and pitch work together. Performing, composing and improvising using glockenspiels.	Christmas Songs Humanities-topic songs
Spring 1	Playing and Performing B- First notes on the glockenspiel This unit develops the children's ability to recognise the differences between high and low pitches and to begin to read stave notation for CDE, to play melodies as a class using glockenspiels, to improvise and compose their own music.	Dance - Twist Humanities - Topic songs Together We Can Make a Difference Assembly
Spring 2	Charanga- I wanna be in a band Exploring rock genre How pulse, rhythm and pitch work together. Performing, composing and improvising using glockenspiels.	Music Festival
Summer 1	IDM-Selecting and combing sounds The children will develop the ability to create and identify different sounds using the inter-related dimensions of music to shape and improve their original compositions.	Humanities-Topic songs
Summer 2	Charanga- Hands, Feet, Heart Exploring South African genre How pulse, rhythm and pitch work together. Performing, composing and improvising using glockenspiels.	Literacy/Art- listening to and composing stormy music Humanities - Topic songs
All year	Music boxes giving children the opportunity to Listen & Appraise, Perform, Compose, and Improvise with tuned and untuned instruments in continuous provision. Children sing regularly in the classroom and for assemblies/performances. Cross curricular links	

Progression of music knowledge

Music progression (Genres)	EYFS-Reception Wide vatiety of musical styles as an introduction	Year 1 Hip-Hop, Blues, Baroque, Latin, Bhangra, Folk, Funk, Pop, Classical	Year 2 Pop, South African, Afropop, Rock, Classical
Notation	Rhythm- Cat monkey (SMS) Pitch- Using Glockenspiels to play high And low notes - Notation is played on both tuned and untuned instruments. - Ch explore these elements regularly with their music box, in lessons and singing assemblies.	Rhythm- Cat monkey rest (SMS) Pitch- Using Glockenspiels to play C / CDE / CDEFG (Charanga) - Notation is played on both tuned and untuned instruments. - Ch play warm up games regularly in Charanga that explore these elements.	Rhythm- Cat monkey rest cow (SMS) Pitch- Using Glockenspiels to play CDEGA / FGA / CDEFG (charanga) - Notation is played on both tuned and untuned instruments. - Ch play warm up games regularly in Charanga that explore these elements.
Listening and evaluating (look to listening logs for more detail)	Children explore new piece of music weekly and discuss its history, how it makes them feel, any musical elements that are obvious.	- Children will listen to 16 songs from the genres listed above in Charanga. - Children will listen to 9 Classical pieces to further develop knowledge of elements. - Children will explore history of the music, the instruments played and the musical elements used.	- Children will listen to 16 songs from the genres listed above. - Children will listen to 9 Classical pieces to further develop knowledge of elements. - Children will explore history of the music, the instruments played and the musical elements used.
Composing	- Children experiment with instruments and sounds in their music box. - Children work together to keep to a beat. - Children will complete music challenges throughout the year.	- Children will compose 2 pieces based on their chosen theme. In this piece children will use the instruments in their class music box and make some marks to record their composition. (ten pieces-SMS) - Children will compose 3 class/group melodies. (Charanga)	- Children will compose 2 pieces based on their chosen theme. In this piece children will use the instruments in their class music box and make some marks to record their composition. (ten pieces-SMS) - Children will compose 3 class/group melodies. (Charanga)
Performing	- Children perform to the class throughout the school year in music lessons and in continuous provision. - Children confidently sing from memory in Autumn concert (goldilocks), and Christmas performance. - Children will be singing and performing songs regularly in lessons, whole school singing assembly and class singing time.	- Children confidently perform 3 songs with instruments to the whole school in singing assembly(Charanga) - Children confidently sing from memory in a Christmas Concert and an end of year Assembly - Children will be singing and performing songs regularly in Charanga lessons, whole school singing assembly and class singing time.	- Children confidently perform 3 songs with instruments to the whole school in singing assembly(Charanga) - Children confidently sing from memory in a Harvest assembly, Christmas Concert and an leavers Assembly. - Children will be singing and performing songs regularly in Charanga lessons, whole school singing assembly and class singing time.
Improvising	Children will explore instruments in class music boxes.	Clap and Improvise/instrumental improvising using notes C / CD/ D / DE (Charanga)	Clap and Improvise/instrumental improvising using notes C / CD/ F / FG (Charanga)
Singing	- Children sing a wide range of simple songs, chants and nursery rhymes. - Children sing from memory. - Children are beginning to follow the “conductor” at the front (stop, start, loud, quiet) - Children are beginning to sing “call and response” songs. - Children are beginning to sing at the same pitch and match some melodies with their voices.	- Children sing a wide range of simple songs, chants and nursery rhymes. - Children sing from memory. - Children are beginning to sing in pentatonic melodies (e.g. Dr Knickerbocker) - Children can to follow the “conductor” at the front (stop, start, loud, quiet) - Children can sing “call and response” songs (e.g. Pretty Green Trees.) - Children are beginning to sing at the same pitch and match some melodies with their voices.	- Children sing a wide range of simple songs, chants and rhymes. - Children sing in pentatonic melodies. - Children sing in two parts (e.g. London is Burning, Harvest song) - Children sing from memory. - Children can follow the “conductor” at the front (stop, start, loud, quiet) - Children can sing “call and response” songs. - Children can sing at the same pitch and match simple melodies with their voices.

Progression of music skills:

Year 2021-24	Hursthead Infant School Music Tracking Grid					
Class	R: 8		Y1: 5		Y2:	
Key Skills	Reception		Year One		Year Two	
Rhythm work	Cat Monkey	Ch who have not met- All other ch met Ch who are greater depth-	Cat Monkey Rest	Ch who have not met- Ben All other ch met Ch who are greater depth-	Cat Monkey Rest Cow	Ch who have not met- All other ch met Ch who are greater depth-
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	- The singing voice - Pitch match/sing songs - Individual voices	Ch who have not met- Mila Hatfield All other ch met Ch who are greater depth-	- Speak chants and rhymes - Singing questions - Class/assembly singing	Ch who have not met- All other ch met Ch who are greater depth-	- Speak chants and rhymes - Singing face/performing - Class/assembly singing	Ch who have not met- All other ch met Ch who are greater depth-
Play tuned and untuned instruments musically	- Untuned percussion - Tuned percussion	Ch who have not met- All other ch met Ch who are greater depth-	- Untuned percussion - Tuned percussion	Ch who have not met- All other ch met Ch who are greater depth-	- Untuned percussion - Tuned percussion	Ch who have not met- All other ch met Ch who are greater depth-
Listen with concentration and understanding to a range of high quality live and recorded music	- Move to music - How does the music make you feel? - Live music	Ch who have not met- All other ch met Ch who are greater depth-	- Recognise percussion - Male voice - Female voice - Live music	Ch who have not met- All other ch met Ch who are greater depth-	- Recognise brass - Recognise strings - Recognise changes in dynamics and tempo - Live music	Ch who have not met- All other ch met Ch who are greater depth-

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Experiment with, create, select and combine sounds using the inter-related dimensions of music	- Dynamics (loud/soft) - Tempo (fast/slow) - Pitch (high/low) - Duration (long/short) - Represent own ideas, thoughts and feelings through music. - Devise short pieces in response to a given stimulus	Ch who have not met- All other ch met Ch who are greater depth-	- Dynamics (loud/soft) - Tempo (fast/slow) - Pitch (high/low) - Duration (long/short) - Select own instruments and create a short piece that reflects a certain mood and/or event	Ch who have not met- All other ch met Ch who are greater depth-	- Structure (verse/chorus) - Texture (thick/thin) - Timbre (different sounds) - Notation (use of picture or symbol score cards) - Create a simply-structured piece of music that demonstrates understanding of the above elements	Ch who have not met- All other ch met Ch who are greater depth-
Other musical achievements including playing an instrument, out of school activities such as choir/music lessons						

Singing and Listening Logs

Singing is a strong and consistent thread in music teaching and life at Hursthead Infant School. Through whole school assemblies and year group singing assemblies the children learn a variety of songs, chants and rhymes from different genres. Singing logs are used to track the songs in each year group to promote progression, children would move from simple nursery rhymes to singing in two parts in “London’s burning” in year 2.

Listening is an important skill in music. We track songs that are sung in each year group to allow children to sing a variety of songs from different genres and time periods. During assembly, children walk into the hall to a piece of music that has been carefully chosen to help spark curiosity in music.

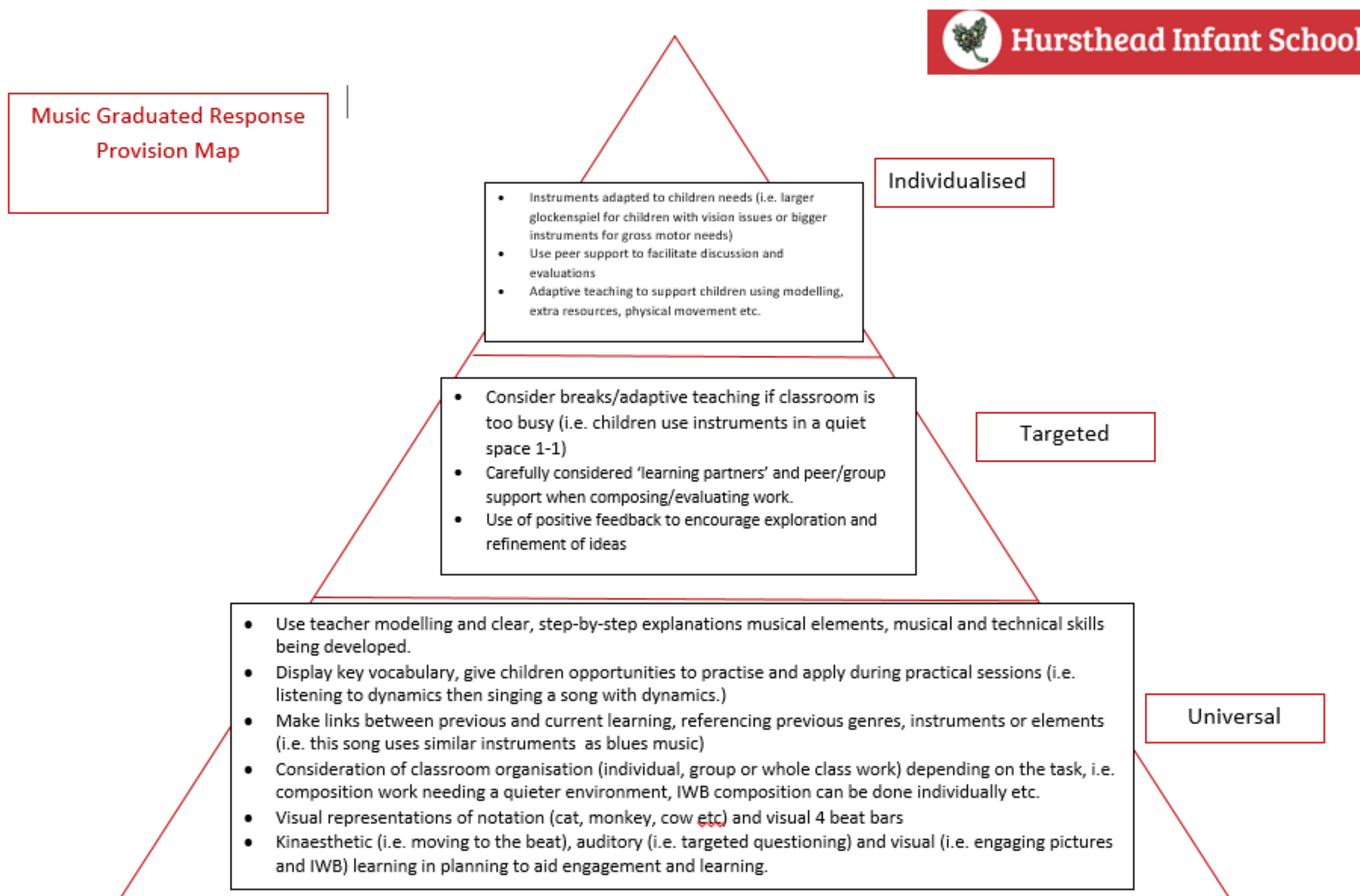
Please see examples of these logs below.

Reception	Music Focus	Topic	Listening Log	Singing log
Autumn	Explore beat and tempo Explore loud and quiet (dynamics) in songs Listen to and discuss music (exploring feelings, what they can hear and similarities to other music) Introduce Cat/Monkey Explore simple musical notation through Cat/Monkey Children beginning compose using cat monkey notation	Traditional tales	Hairy Scary Castle (Boo) (ME) Weekly music appreciation Nursery Rhymes and Counting songs Marching band music Feeling hot, hot, hot – The Merrymen The Firebird - Stravinsky Shotgun – George Ezra Three Little Birds – Bob Marley Short ride in a fast machine - John Adams Samba do Brasil – Carnival music Somewhere in my memory – Orchestra Jingle Bells Rudolph the Red Nosed Reindeer	Goldilocks songs -The Bear Song -Just Right -Someone's Been Eating My Porridge! -Goldilocks Woke Up Nursery rhymes Counting songs Christmas Songs -Clip Clop -An Angel Appeared In The Sky -Away In A Manger

Year One	Music Focus	Topic	Listening Log	Singing Log
Autumn 1	Charanga- Hey You! Listening& appraisal, composing, improvising, performing	Our living world	Hey You! By Joanna Mangaona Me, Myself and I by De La Soul Fresh Prince of Bel Air by Will Smith Rapper's D by Sugarhill Gang U Can't touch this by MC Hammer It's like That by Run DMC	Dr Knickerbocker (Sherlock) Spotty Socks (colours and patterns) When the sun goes down The Owl Christmas songs

Year Two	Music Focus	Topic	Listening Log	Singing Log
Autumn 1	Charanga- Friendships Listening& appraisal, composing, improvising, performing	Remember, Remember	Zadok the Priest, Handel (Ten Pieces BBC) Firework, Katie Perry - https://www.youtube.com/watch?v=R2s-9Kyumgo Charanga- Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman	Great Fire of London It's Harvest Time - https://www.youtube.com/watch?v=4-3JPZcLiVE Number Pairs London's Burning London Bridge is Falling down

Inclusive Practice





Examples of planning at Hursthead Infant School

Wk	Objectives	Teaching Input	Activities	Review
1	LO: To feel a pulse and be able to move in time to music. To recognize rhythm tags. To identify and name a selection of instruments.	<i>This lesson would work best in the hall or in a class with plenty of space to move around, you can adapt to a smaller classroom if necessary.</i> Class to enter the hall and remain standing, teacher to tap pulse on drum and children must walk around the hall keeping to the pulse. They can move in any direction for this activity. Follow your signals to start and stop. Then get children to sit on the floor wherever they are. Introduce cat, monkey and rest. – clap the pulse and say the word simultaneously (recap work from Reception 'red and yellow' and explain that they are the same note length). Model clapping and encourage the children to join in with the pulse – explain the importance of keeping tempo (speed) constant, and listening to one another to perform together. When children are able to clap in time, explain that you are going to clap a pattern and ask them to repeat it. Perform several copycat rhythms (at this point, do not introduce the written form of rhythm tags – this will come later when children are confident listening and identifying the beat). Explain that we are going to listen to some different pieces of music and try to identify some of the instruments that we hear – play Beat it – Michael Jackson Michael Jackson	Play a selection of music to children (listed below), ask them to move in response to what they hear, can they identify and / or mime the instrument(s) they hear? Use the <i>Identifying instruments</i> scaffold in the folder. <i>There is no need to play the whole song.</i> Pieces to include: Lovecats – The Cure The Cure I Don't Feel like Dancin' – Scissor Sisters scissor sisters Monster – The Automatic the automatic Dark Road – Annie Lennox Annie Lennox Shake it Off – Taylor Swift Taylor Swift Blinding Lights – The Weeknd The Weeknd Houdini – Dua Lipa Dua Lipa Islands in the Stream – Dolly Parton and Kenny Rogers Dolly Parton Once you have played several of the pieces go back to copycat rhythm work – the children can clap or stamp the rhythm or tap them out on the table if you are in a classroom.	Take feedback from children on instruments they think they heard during the extracts – address misconceptions, use instrument flashcards. End the lesson walking around the room in a line keeping in time to the pulse set by the teacher. You could march back to class to time. NB: try to do some copycat rhythms of cat, monkey and rest for the odd minute here and there throughout the week.
2	LO: To use our singing voice with increasing confidence.	Class in circle around the edge of parachute, children are not allowed to touch or walk over the parachute in any lesson. Start by tapping the pulse on your knees, children copy, then start counting 1,2,3,4 When this is secure replace 4 with a clap, this will take some time to master.	<u>In pairs: character/keyword copycats</u> Partner A and Partner B take it in turn to make up a pattern using the Storytime words for their partner to copy and repeat back. (NB teacher should move around the class recording pairs to share on online platform – Seesaw or similar – and addressing misconceptions as needed)	To the tune of London Bridge is falling down, sing the following: <i>Take the bear and pass him round, pass him round,</i>

Listening Music- Genre HIP HOP

Hey You! By Joanna [Mangoona](#) Me, Myself and I by De La Soul Fresh Prince of Bel Air by Will Smith
 Rapper's Delight by [Sugarhill Gang](#) U Can't touch this by MC Hammer It's like That by Run DMC



Week	Learning Objectives Children should learn...	Teaching Activities With your class...	Learning Outcomes Children
	To find a beat/pulse and understand that it is the heartbeat of the music. To recognise and explore different sound sources To focus their listening To control pulse and rhythm To start to recognise different voices and instruments. To play the glockenspiel to match the Music. To improvise using voice to the music.	Find the pulse Clap rhythms Play instrumental parts Improvise Compose Perform	To listen and appraise Hip Hop music or recognise vocals (male voice) and instru To recognise the beat/pulse. To play an instrument to the music. To create a class composition. To create a group/paired composition.
Exploration			
1	To listen and move their body to a beat/pulse. To focus their listening to learn a song.	Listen and Appraise- Hey You! Music Activities- a) Warm up games (FIND IN VIEWER CHALLENGE 1, to different challenges for each lesson) Finding the beat/pulse, clapping Copying and clapping rhythms Flexible games- b) Bronze- Find the pulse with different animals Move to the pulse with the girl Copy me game Silver- Find the pulse with different animals Move to the pulse with the girl Rhythm copy back with teacher owl Copy me game Gold- Move to the pulse with the girl Rhythm grid to compose your own rhythms Copy me game c) Learn the song Performance- sing Hey you!	Children learn the song. Children move their body to the beat/ Pulse.
2	To listen and move their body to a beat/pulse. To focus their listening to learn a song. To play the glockenspiel to the music.	Listen and Appraise- "Hey You!" And "Me, Myself and I" compare the two pieces. Music Activities- Activities used in lesson 1 (a,b,c) with d) Use Class Glockenspiels to play C along to the music Performance- sing Hey you! And play glockenspiels	Children use glockenspiels in pairs to play the note C to the music.

Pupil Voice

“I like the sounds of different instruments”

“I like it because it keeps me calm”

“It makes me feel happy”

“I liked using new instruments and learning songs with different notes”

“We learnt about rock music like Queen and the Beatles”

“I’ve learnt about singing in unison and what pitch it”

“I learnt to make the music go to the beat”

“I play Ukulele at school”

“I learned to do my lovely singing voice”

“I used a triangle”

CPD

This can take many forms including but not limited to: staff meetings, attendance at subject leader meetings, history specific training linked to phases/year groups. Engagement in this training allows for the development of staff confidence, knowledge and curriculum coverage across the school.

All staff also have access to learning leads music area to access resources, articles and training.

All staff can also access curriculum CPD and resources through Twinkl.

<https://www.twinkl.co.uk/resources/twinkl-cpd>

Governors are also kept up to date with any changes made to the music curriculum through presentations by the subject coordinator and regular visits into school.