

Subject overview: Music

What does a musician look like at Mengham Infants? What personal skills and characteristics of learning, are particularly relevant for this subject?

Music being a universal language that embodies one of the highest forms of creativity means that at Mengham Infants we strive to enable children to become passionate about demonstrating their developing musical abilities by providing a varied and growing range of opportunities for children to learn and participate in musical performance. Adults seek to foster such enthusiasm by their zealous quest to seek out and embrace copious opportunities for the performance of developing musical skills through the medium of other subjects, for example plays, counting, computing, PE, etc. Through the provision of a high-quality music education, our children become fascinated in learning both how to play different types of instrument, and eager to demonstrate how they can manipulate and adapt their playing skills to produce different sound effects. Repeated practise will demonstrate that perseverance is essential to master a technique, and to enable pupils to discuss the purpose and benefits of such techniques. Our children are encouraged to experiment with sound, texture and rhythm by encouraging them to both emulate the work of others and to independently compose and record their own creations. Such enthusiastic musical provision stimulates and inspires children's developing love of music, thereby increasing levels of self-confidence, creativity and sense of achievement in their talent as musicians, whilst also enhancing respect for the work of others. Mengham's musical curriculum is extended to enable children to experience as wide a variety of genres as possible, both in recorded and in live performance, with staff zealously ensuring continual exposure to music in all its forms. Children are regularly encouraged to use singing and instruments for a variety of purposes and are encouraged to perform both within school and in the wider community (e.g. old people's homes to promote a sense of caring). As pupils progress through the school, they are encouraged and enabled to develop a critical engagement with a wide range of musical genre, and encouraged to use discrimination in expressing a considered opinion through musical vocabulary, using justifiable reasoning, whilst remaining open to the views of others.

These are the key skills and knowledge that a musician will develop during each year (**not just EYFS/NC objectives**):

Year R	Year 1	Year 2
Singing songs and chanting rhymes using expression and a variety of volume.	Singing songs and being able to express how they make you feel. Suggest ways of changing them to make the listener feel different.	Singing songs and being able to express how they make you feel. Being able to accompany singing with instruments using a regular beat.
Learn songs/rhymes and perform to an audience.	Learn songs/rhymes and perform to an audience, demonstrating an ability to alter the pitch, volume and/or rhythm.	Be able to select songs/rhymes which best portray a given effect. Perform to an audience, demonstrating an ability to alter the pitch, volume and/or rhythm.
Learn songs/rhymes to help with counting and phonics.	Learn songs/rhymes to aid learning across the curriculum and integrate these within normal classroom teaching.	Children to be able to suggest appropriate songs/rhymes they know to reinforce current teaching.
Be able to play tuned and untuned musical instruments and demonstrate how to use them correctly.	Be able to play a variety of tuned and untuned musical instruments correctly and demonstrate an ability to alter the pitch, volume and/or rhythm.	Be able to play a variety of tuned and untuned musical instruments correctly and to express opinions regarding which instruments are best to use for particular sound effects.

Be able to play musical instruments with others, starting and stopping together.	Be able to play musical instruments with others in a group and understand the need for different dynamics.	Be able to compose and play short melodies in a group combining different musical instruments. Such compositions to demonstrate changes in volume, texture and rhythm, and the ability to create particular effects.
Begin to understand a regular beat and to join in.	Be able to play a regular beat and begin to understand how different rhythms can combine.	Be able to compose and play in a group combining different rhythms in sequence and together.
To become familiar with a few musical vocabulary terms (e.g. high, low, loud, quiet).	To become familiar with a range of musical vocabulary terms and be able to explain meaning and apply appropriately.	To know a range of musical vocabulary terms and be able to explain meaning and apply appropriately.
Listen to songs and short clips of music from a range of genres.	Listen to songs and short clips of music from a range of genres and be able to express an opinion. Begin to name some instruments heard.	Listen to songs and short clips of music from a range of genres and be able to express an opinion. Name some instruments heard and explain how they contribute to the effect. Begin to identify musical genres.
To experience live musical performance and say what they enjoyed.	To listen to live musical performance, to be able to name some of the instruments, and to express an opinion about what they have heard.	To listen to live musical performance, to name some instruments and to be able to compare the performance with others they have experiences. To be able to express a considered opinion.
Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children?		
<p>Are children being exposed to a wide range of musical genre?</p> <p>Are children having regular opportunities to play a range of instruments?</p> <p>Is music being encouraged through the medium of other subjects?</p>		

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