

Music

Portfolio

WEST HOVE
INFANT SCHOOL
.....
A family of friends

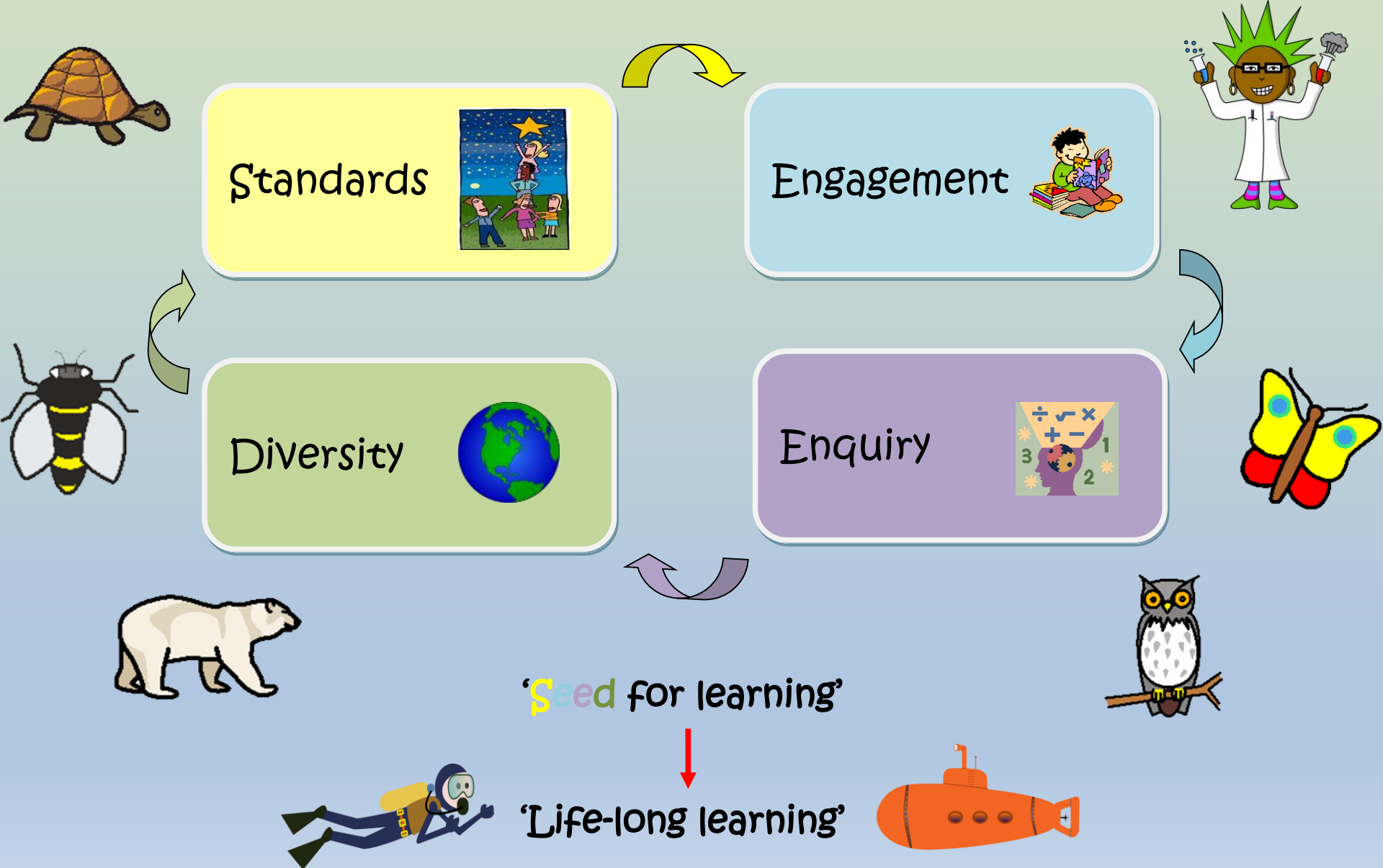


Music at West Hove Infants

- Music is an integral part of our provision and ethos. It is firmly placed within the context of our aims, visions and values and encompasses our curriculum drivers of standards, engagement, enquiry and diversity.
- Music is used it to develop the children's creativity, imagination and musical awareness. We celebrate their achievements through concerts, class assemblies and events like the children's parade. Children are encouraged to experiment creatively using a range of resources and encompassing a range of world music.



Curriculum Drivers : S.E.E.D.



Music at West Hove Infant School has been developed to make the experience lively and stimulating so that children are excited and keen to learn.





The curriculum has
been planned to
enhance the
children's
appreciation of the
wide world of music.

CURRICULUM





*We love
playing our
instruments*

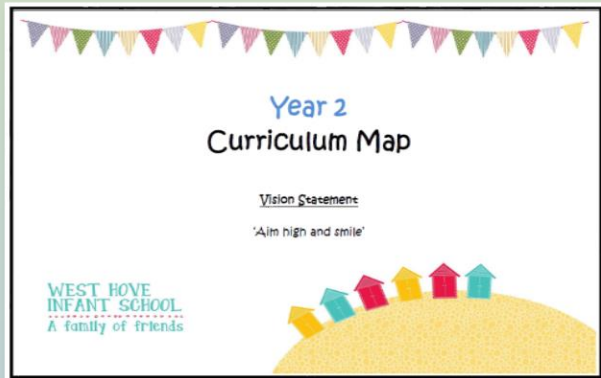


CURRICULUM

*Children have the confidence,
knowledge and understanding to
participate, experiment and then create their
own music.*

Please go to:
<http://www.westhoveinfants.co.uk/our-curriculum/schemes-of-work/>
to see our Music curriculum planning

Curriculum Overview



Our Curriculum Maps, detail all of the opportunities for the teaching and learning of **MUSIC** throughout each year.

<p>Range of Opportunities</p> <ul style="list-style-type: none"> • Immerse themselves in the world of what has been read so far. • Make links between the book they are reading and other books they have read, real-life experiences or films they have seen. <p>Pupils:</p> <ul style="list-style-type: none"> • Listen to a range of new types, including fiction and non-fiction. • Read and listen to poetry and learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Frequenter read with other year groups. • Celebrate reading at events like World Book Day. 	<p>¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. At West Hove Infant, Gold and Silver banded books are used as an age-related expectations benchmark.</p> <p>² Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</p> <p>³ Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.</p>
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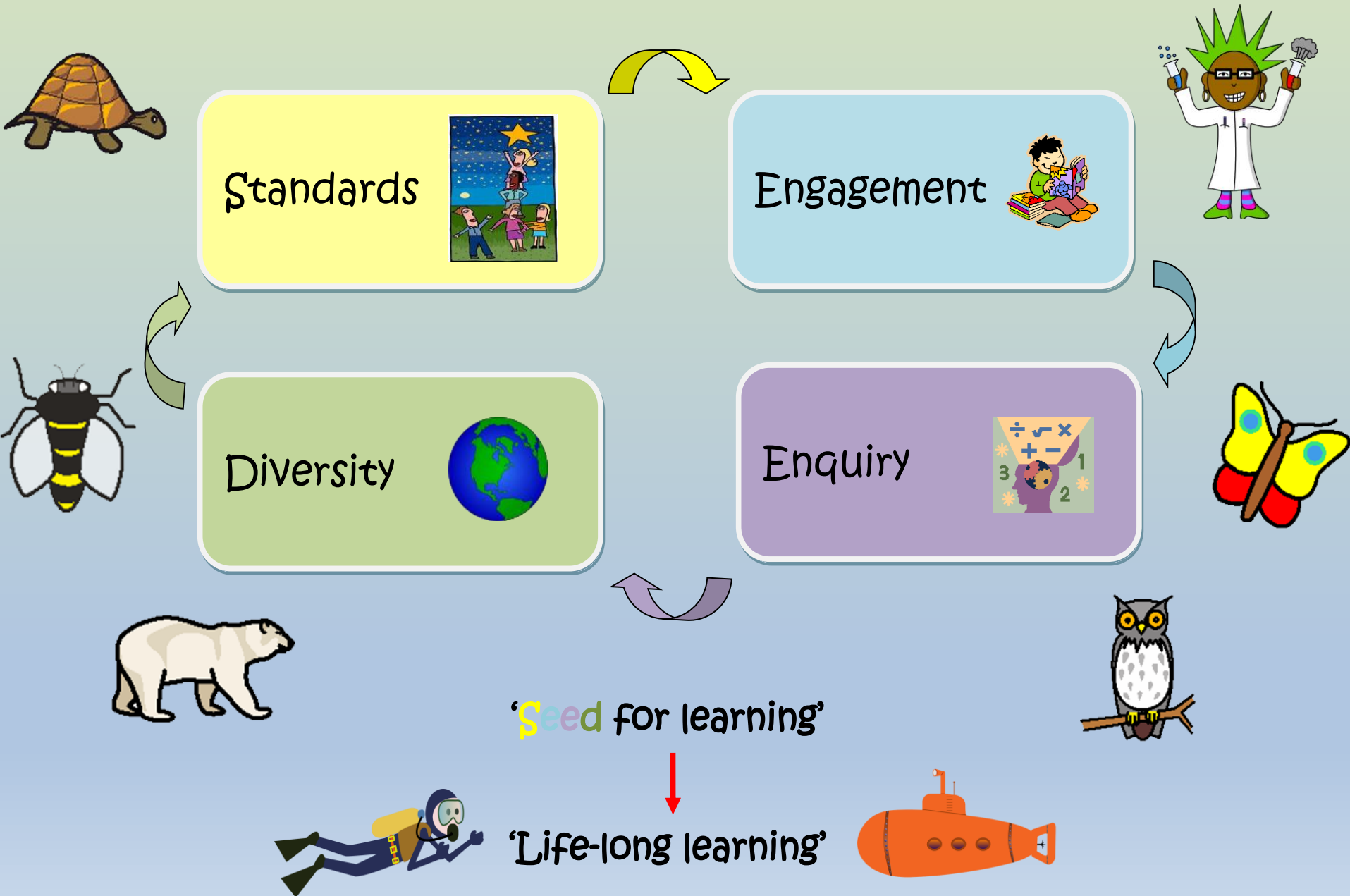
Learning Expectations	Use co-ordinators (e.g. on / and / but) and some subordinators (e.g. when / if / that / because) to join clauses		
	Describe spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and marking phonically plausible alternatives at others		
Range of Opportunities	Spell many common exception words ¹		
	Use cursive handwriting		
	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		
	Use spacing between words that reflects the size of the letters		
	Revise, evaluate and polish their writing		
	Publish and share work to celebrate their achievements		
	Non Fiction		
Range of Opportunities	Alien Fact File	Poetry	Fiction: Narrative
		Rainforest description	The Magic pebble

¹ These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<p>Learning Expectations</p> <ul style="list-style-type: none"> • Use sentence stems to explain understanding. • Ask questions based on discussions. • Challenge each other to build on and explain ideas. • Explain and discuss texts read to them and those they have read for themselves. • Take turns and listen to others. • Read aloud what they have written with appropriate intonation to make the meaning clear. • Continue to build, appreciate and revise a repertoire of stories and poems. 	<p>Range of Opportunities</p> <p>Pupils:</p> <ul style="list-style-type: none"> • Engage in Creative Partner, group and whole class discussions in all areas of the curriculum. • Listen to and learn a wide range of subject specific vocabulary. • Through reading identify vocabulary that enriches and empowers stories.
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Curriculum Drivers : S.E.E.D.



Spiritual, moral, social and cultural development..

WEST HOVE INFANT SCHOOL A family of friends



Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
Music	<p>By allowing pupils to show their delight and Curiosity in Creating their own sounds.</p> <p>By making links between their learning in RE, Geography etc.</p> <p>By Considering the emotional response to music and can be very moving.</p>	<p>By exploring how music can convey human emotions such as sadness, joy, anger etc.</p> <p>By appreciating the self-discipline and perseverance required to learn a musical instrument.</p>	<p>By exploring how an ensemble or orchestra works together and how team work is involved.</p> <p>By discussing and experimenting with what would happen if musicians in a band/group didn't co-operate.</p> <p>By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.</p>	<p>By encouraging pupils to listen and respond to traditions from around the world</p> <p>By appreciating musical expression from different times and places</p>

Please look at our [website](#) for further information

Consistency of expectations across both sites: planning, moderation. High quality resources, modelling and displays

Having high expectations of all pupils. Thorough assessments in place and a dynamic approach to interventions to ensure all pupils reach their potential: Pupil progress, achievement team & Spotlight meetings

Teaching children explicitly the importance of having a goal and working hard to achieve it. Target setting, PSHE curriculum and assemblies, Special Mention & Star of the Week



Standards: Achieved by...



Developing a positive attitude to the process of learning:

Learning
Characteristics,
Growth Mindset,
Learning Model,
Learning Ladders



Teaching children about aspirational people: Nelson Mandela, Mary Anning, Neil Armstrong



Challenge for all children at all levels in all subjects: marking and feedback, mastery approach, self/peer assessment, polishing pens, challenge partners, 'Deep Dive' challenges



STANDARDS



The very high standards of music at West Hove Infants gives children a rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.



Standards in YR



Children in Reception work towards achieving the 'Early Learning Goal':

- 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.*




Standards in Y1



Year 1 Children enjoy a wide variety of listening to and exploring musical instruments. They are also taught to self assess their own musical abilities every term.

'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'. The Primary National Curriculum.

Music Overview	
In this unit children focus on learning a variety of songs from different countries. During this children learn songs with two or more part harmonies. They also create their own graphic notation for playing an instrument to and draw their own pitch lines.	
National curriculum KS1:	
<ul style="list-style-type: none"> play tuned and untuned instruments musically use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 	
Assessment	
Suzanna Gibbins	
1 can use my voice expressively and creatively by singing songs and speaking chants and rhymes (singing)	
1 can play tuned and untuned instruments musically (sacso, 2 and singing)	
1 can draw and use simple graphic notation	
1 can discuss and understand a range of musical genres from around the world. (4, 5, 6)	
1 can understand pitch and draw pitch lines to represent the music. (sacso, 2 and 3)	
1 can discuss where songs come from and listen for clues in the music (4, 5, 6)	
Photograph	



Standards in Y2



Year 2 children consolidate their previous years learning and are challenged to explore music further, through listening and appraising, performing and playing.



Displays and Environment



Children are introduced to a wide variety of musical instruments and are encouraged to experiment with the sounds they produce and ways in which to play them.





ENGAGEMENT

Children are encouraged to work independently and collaboratively in groups. They also self assess their own musical knowledge every half term to show their understanding of their learning.

Music Overview			
In this unit children focus on learning a variety of songs from different countries. During this children learn songs with two or more part harmonies. They also create their own graphic notation for playing an instrument to and draw their own pitch lines.			
National curriculum KSI:			
<ul style="list-style-type: none"> • play tuned and untuned instruments musically • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music 			
Assessment			
Success Criteria			
I can use my voice expressively and creatively by singing songs and speaking chants and rhymes (lesson 1)			
I can play tuned and untuned instruments musically (lesson 2 and singing)			
I can draw and use simple graphic notation			
I can discuss and understand a range of musical genres from around the world. (4, 5, 6)			
I can understand pitch and draw pitch lines to represent the music. (lesson 2 and 3)			
I can discuss where songs come from and listen for clues in the music (4, 5, 6)			
Photograph			



'Stunning Starts',
'Fabulous Finishes'



Local
environment:
walks, beach visit,
Wish park



Visits and visitors:
e.g. Zoolab, Space
Dome



Challenge for all:
Challenge Partners,
Professor Prove it, 'Deep
Dive' challenges



Engagement



Theme days:
Superhero Day,
Art Day, French
week



Learning outside.
Active Learning.
Sports & PE

Use of 'Learning
Model'. Brain
breaks. Talk for
Writing

Using children's ideas as
starting points.
Wonderful World of
Me. Home Learning
Projects



First hand
experiences.
Investigations.
Problem Solving.
Mastery &
Challenge. Cross
curricular links



Clubs:
Storybones, Lego
club, Science,
Art & Craft etc!



Are you
ready to
learn?





Creative and Critical
thinking: Growth Mindset,
Learning Characters



Expressing opinions.
Listening to and
respecting other's
opinions



Investigations &
Problem solving.
Exploring maths
and science
concepts: Lego
club, Science
club



Team work:

Discussion and
Negotiation



Enquiry:
Developed
through:



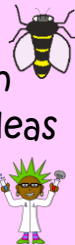
Reasoning and
Reflecting Justifying:
'Professor Prove It'



Challenge Partners



Questions which
promote exploration
and discussion of ideas
– no right or wrong
answers



Generating own
questions.



Mastery – Depth
of Understanding



Learning through Play:
Active Learning,
Exploring, Innovating,
Creating





ENQUIRY

From Reception, children are encouraged to reflect critically and express their own thoughts and ideas freely. Children learn how to evaluate their work and make improvements where necessary. In Music they are encouraged to explore ways to make different sounds and different objects that can be used musically.

*generate
own ideas*

*reflecting
thoughts*

*feedback
opinions*

Enquiry...

*What rhythms
could I
create? What
beaters could
I use?*



From the start of Reception, all children are exposed to a wide range of music from different times and cultures. They will get to know different instruments, become familiar with different styles of music and are encouraged to bring instruments or songs/traditions in from their own cultures. We listen and explore music from a variety of countries and cultures and aim to instil knowledge, curiosity and enjoyment.

CULTURAL DIVERSITY



Festivals: Eid, Diwali,
Christmas, Chinese
New Year



Respect: Challenging stereotypes,
Behaviour and Anti-Bullying,
Restorative Justice, Refugee Week



Local community:
Children's
Parade, Let's
Dance



Diversity of
language: Sharing
home languages,
French



Diversity:
Through
celebration and
awareness of...



British
Values:
preparation
for life in
modern
Britain



A PSHCE curriculum
that explores
the diversity of gender
representation, race,
religion and family units
in our community



Awareness of
others:
Displays,
Wonderful
World of Me!



Knowledge of other
cultures and
communities both in
school and further
afield: Around the
World, Rainforests,
French Week, people
from different cultures/
countries



Assemblies and Concerts..



We have weekly singing assemblies for all year groups and also the children sing in assembly too. This is a great chance to have fun as a year group, joining in with familiar and also new songs, with actions and lots of fun!



Furthermore, our Christmas concert provides opportunity for the children to learn and perform songs; performance being a key component of music education.

*Year 2 children have the opportunity to take part in the annual Children's Parade as part of the Brighton Festival. Children and parent/carers are involved in making the costumes and props and in 2016 we performed as a **samba band**! It is always highly successful and enjoyable for all involved!*



Children's Parade



How can I support my child at home?

- Inspire your child to sing and/or make up their own songs and music and to write their own compositions. Perhaps they could compose songs from different styles: pop, jazz, rap, country, classical, opera.
- Encourage your child to play an instrument. Violin lessons are offered at school in Year 2.
- Schedule visits to concerts, recitals and shows and discuss what they liked or didn't like afterwards.
- Both radio and television have a wealth of performances.

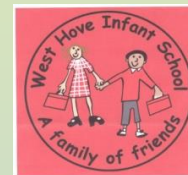


For more information Contact:

The Music Centre.
Tel no: 01273 293524
Fax: 01273 293623
E mail : music.service@brighton-hove.gov.uk

It also provides many key tips about how to develop your child's curiosity and passion for music and the Arts...

Do also have a look at our 'My Little Book of Fun Things to Do'. These have been sent home but are also available on our website: www.westhoveinfants.co.uk



Please
Insert child's
photo
Or
drawing of
themselves
here

Look at the fun things to do in your year group and see how many activities you can tick and date to say you have done!

We hope that you have fun completing your list ☺



Well done for completing all your fun activities!

Please let us know below any more fun things that you like to do...

Year R			
Activity		✓	Date
Make mud pies			
Stroke a small animal			
Blow bubbles			
Roll down hills			
Splash in puddles			
Dance like no one is watching			
Make a den			
Pick fruit and eat it			
Play in the snow			
Visit a farm			
Plant a bulb and watch it grow			
Go on a crunchy leaf walk			
Fly a kite			
Post a letter			

Year 1			
Activity		✓	Date
Build a sand castle			
Make some biscuits & eat whilst warm			
Make a puppet			
Put on a puppet show			
Borrow a book from the library			
Go on a trip to the seaside			
Carve a pumpkin			
Make a daisy chain			
Dance like no one is watching			
Go on a winter walk			
Look up at the stars on a clear night			
Walk barefoot in the sand			
Collect shells and pebbles to decorate a plant pot			
Keep a collection of some sort			

Year 2			
Activity		✓	Date
Play a musical instrument			
Go on a picnic			
Plant a seed and eat what grows			
Visit a museum			
See live music			
Perform a dance			
Collect snails and race them (put them back once you've finished)			
Have a water fight			
Play in the snow			
Join an extra-curricular club			
See a butterfly hatch			
Talk to an old person			
Make your own ice lolly and eat it			
Take a selfie			