

Learning walk: 13th November 2023

By: Amy Freeman

Focus: How is music taught across the curriculum?

Area: Music

Observations	Evaluation
<p><u>EYFS</u></p> <ul style="list-style-type: none">• Children have been following the sing up programme. They have explored body percussion, nursery rhymes joined in on whole school songs in assembly and have access to untuned instruments.• The children are learning songs and actions for Christmas assemblies and performed a song in the Harvest performance - dingle dangle scarecrow. They are able to join in with the singing of our school songs in assembly.• Transition songs -	<p><u>EYFS</u></p> <ul style="list-style-type: none">• By following the SingUp scheme, it ensures there is continuity between classes and the sing up scheme ensures the progression across the school. Planning shows that music is taught in line with the National Curriculum.• Children are able to remember and sing entire songs. Children are able to perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.• Class teachers use music extensively across the curriculum as part of "Daily Life". Children appear to participate happily and are keen to learn new songs. A quote from the pupil voice - 'I love learning and listening to new songs. We sometimes draw along to the music. It's something that everyone can join in on. It's relaxing, and we can all have fun with it.' <p><i>Children in EYFS are able to respond, move to and sing music. It helps them make links to other areas of their learning. It is a lesson they all enjoy.</i></p>

KS1

- Children have been following the sing up programme. They've explored dynamics and pitch to tell a story.
- They have looked at call and response in songs, actions and rhymes. They also use songs to embed learning from across the curriculum, for example in Geography the seven continents song, the five oceans song.
- Transition songs - 123, eyes on me 12, eyes on you. 1234 are your feet flat on the floor? 5,6,7,8 my chair is in, my back is straight! If you're ready for the hall tap your toes ... if you're ready for the hall tap your nose, ... if you're ready for the hall there's no talking at all if you're ready for the hall mouths are closed. At home, at school wherever we may go there's a thought I remember, that is good to know. It stays in my heart a happy little song that Woburn Lower takes care of me all day long.
- The children sang at the Harvest Service held by Rev. Snow at St Mary's Church

KS1

- There is continuity between classes and the sing up scheme ensures the progression across the school. Planning shows that music is taught in line with the National Curriculum.
- Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- The children are used to music easing the transition between lessons. Teachers are consistent with using music throughout the school day to support pupils in self - regulation. They are using their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Children are linking music with religion, and are practising their performing skills to an audience and are learning how to project their voices in different venues.

Children in KS1 are confident in their musical abilities, and use this to enhance their learning in other subject areas.

KS2

KS2

- KS2 are following the sing up programme. They have composed a pentatonic ostinato. Composed a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Created clapping patterns using the durations crotchet, crotchet rest, pair of quavers. Transferred clapping patterns to tuned instruments and as a group they have created a layered piece of music.
- In music lessons they are learning to play the recorder.
- Children learnt the minibeast rave song linked with the science topic.
- They've learnt note value, and how to write notes. They know rhythms, crotchet (ta) quaver (ti ti) terri terri (semi quaver).
- In science they were looking at electricity, which linked well to the conducive music visit.

- The children learnt that when playing the chime bars using a pentatonic scale nothing sounded discordant.
- Children have the opportunity to learn a musical instrument in the classroom as well as outside. They're able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Cross - curricular links ensures that music is not just a stand alone subject.
- They are able to use and understand staff and other musical notations.
- Children were able to apply their knowledge of conducive materials to create music on the chromebooks.

Children in KS2 become more confident and independent in their musical abilities, and enjoy performances and showcasing their talents.

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When asked 'What do you like about Music?' The children answered...

I love learning and listening to new songs. We sometimes draw along to the music. It's something that everyone can join in on. It's relaxing, and we can all have fun with it. I love putting on performances to the parents. In case you want to be part of a band. It's fun and gives your brain a break. I don't like singing alone, so I like coming to school and singing with my friends.

Overall Evaluation:

- Sing Up planning is now well established across the school. The teachers enjoy teaching it, and the children enjoy learning.
- French is also being developed by singing.
- KS2 have established times table songs for all the main times tables.
- The school have recorded their own School Song.

- KS1 & KS2 have also taken part in the Christmas play, with acting roles and solos as well as the whole school singing with actions.
- There is clear progression across the school and now that covid allows, we have really enjoyed performing as a whole school again.
- We have established strong relationships with the church, and have sang there at the Harvest service and have plans to perform songs at the carol service.
- In October we had an African Drumming workshop.
- We have had a visit from conducive music, which linked science and computing to music.
- Currently there are guitar lessons, either in a small group or individual. Disadvantaged children have free lessons and the school also purchases a guitar for them. The school then timetables in "practise sessions" with a TA or teaching supporting the pupil to practise for 10 minutes a day.
- We now offer a wider range of instruments through inspiring music as well as guitar.
- In the first three half terms, a dance club was made available to children where we would practise and then perform to parents.

Areas for development:

- Offer more performance opportunities for the children to work on.