



The Hive – The Arts - Music Teaching Focus for each phase

EYSF & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the Lower Phase, children will explore a range of rhymes and songs, joining in through their preferred methods of communication. Children will engage with a range of tuned and untuned percussion instruments and everyday sound making objects. They will listen to music from different styles and cultures, responding through movement, dancing and sound making.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>Can I move my body to respond to music?</i> • <i>Can I sing along with others singing familiar songs and rhymes?</i> • <i>Can I play along to music using simple percussion instruments?</i> • <i>Can I maintain a pulse, playing alongside others?</i> • <i>Can I respond to changes in pitch, tempo and dynamics?</i> <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language sorting, matching, understanding and using language such as high/ low, fast/slow, loud/ quiet, some common untuned instrument names – tambourine, drum, bells and develop turn taking skills through call and response activities. They will extend their spoken and signed vocabulary through songs and rhymes. For some children this could be heavily supported and scaffolded by adults at this stage.</p> <p>Independence – In this phase children will begin to make simple choices in selecting instruments to play, songs and rhymes to sing and music to move to.</p> <p>Inclusion –where possible the classes will join the sing/ sign assembly with their link classes – fortnightly. They will listen to a selection of high-quality music from world cultures. Where appropriate children will join the year group assembly which includes signed songs and dance.</p>	<p>In the Middle Phase, children will develop their understanding of the elements of music through listening, singing and playing. They will increase their knowledge of songs and rhymes building a repertoire of songs they can sing. Children will learn to maintain a pulse, respond to rhythm and move and play in time to music They will explore a wider range of tuned and untuned percussion instruments and every day sound making objects. Children will begin to make simple choices in response to music and learn to follow visual cues to play, stop, change dynamic and/ or tempo. They will begin to follow a simple score, selecting appropriate instruments to represent sounds, characters or events. Children will develop their listening skills and begin to express likes/ dislikes and preference about an increasing range of musical styles and music from around the world.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>Can I move in different ways in response to different styles of music?</i> • <i>Can I express my likes and dislikes when listening to music?</i> • <i>Can I maintain a pulse, responding to changes in dynamic and tempo when playing a wider range of percussion instruments?</i> • <i>Can I copy and join in with different rhythms, creating a simple rhythm pattern myself?</i> <p>Communication – using a child’s preferred method of communication they will develop their receptive and expressive language around the terms pitch, dynamics, tempo, timbre and structure. They will develop listening and turn taking skills through exploring and playing an increasing range of tuned and untuned instruments. We will build on the language from the Lower Phase.</p> <p>Independence – Children will make more independent choices of instrument, rhythms or sounds. They will begin to express</p>	<p>In the Upper Phase, children will continue to develop their understanding of the elements of music, different musical styles and different instruments. They will further extend their repertoire of songs and music participating in music playing and music making. They will begin to compose their own music and further develop their ability to read and follow a score.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>Can I express my opinion about different styles/ genres of music, talking about my likes, dislikes and preferences?</i> • <i>Can I read a simple score?</i> • <i>Can I compose my own piece of music using different instruments or sound makers incorporating elements of dynamics, pitch, tempo and timbre?</i> <p>Communication – using a child’s preferred method of communication they will continue to develop their receptive and expressive language around the terms pitch, dynamics, tempo, timbre, texture, structure and notation. They will be supported to develop and ask question to deepen their understanding. Children will develop further their appreciation of music by listening to and discussing music from a range of traditions and cultures and expressing their preferences, choices and opinions. We will build on the language from the previous phases</p> <p>Independence – Children will make further choices in composition work .</p> <p>Inclusion – Where possible the children will join the sing, sign assembly with their link class fortnightly. Children will have the option of joining the school choir alongside their Key Stage 2 peers. The choir performs at school and community events such as the local library, Young Voices or The Big Sing. They will listen to and evaluate music from famous composers, different traditions and world cultures. Where appropriate children will join the year group assembly which includes signed songs and dance.</p>

<p>Success – Children will participate in the Hive performance in Spring term. This will include singing, signing and dancing. Celebration of success will be via Dojo, The Brilliance board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>personal preferences about the music they are listening to or like to hear.</p> <p>Inclusion –Where appropriate children will join the ‘First access to music’ with their link year group. Where possible the children will join the sing & sign assembly with their link class fortnightly. They will listen to and begin to comment on a wider range of musical styles from different traditions and cultures. Where appropriate children will join the year group assembly which includes signed songs and dance.</p> <p>Success – Children will participate in the Hive performance in Spring term. This will include singing, signing and dancing. Celebration of success will be via Dojo, The Brilliance board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>Success – Children will participate in the Hive performance in Spring term. This will include singing, signing and dancing. Celebration of success will be via Dojo, The Brilliance board and celebration assemblies as well as daily recognition by adults and peers.</p>
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