

Milton Keynes Music Hub

Curriculum Project Book

Music for Every Child



Supporting areas of learning and development in the
Early Years Foundation Stage and Key Stages 1 and 2



Supported using public funding by



**ARTS COUNCIL
ENGLAND**

**MK Milton Keynes
City Council**

*Projects for F1 and F2 and KS1 are 30 minutes in length and last for half a term. Projects for all of KS2 are 45 minutes in length - Lower KS2 are for half a term, Upper KS2 are for a whole term.
A minimum of two projects must be booked in the same term.*

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Don't forget to look out for the Arts Council Annual Music Return in Summer Term. This is an important document which is essential to ensure the continued funding of Music Provision in Milton Keynes.

We really appreciate your help with this!



Projects for Foundation 1 and 2 – Supporting areas of learning in the Early Years and Foundation Stage

“Music has great potential to bring the wider curriculum to life and draw children into learning ...” (Daubney)

“Music really is brain food that can nurture children’s development and wellbeing in a way that nothing else can.”

(Professor Adam Ockleford)

Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
An introduction to Music	Vocal, body and instrumental sounds, how to change and manipulate them	Beat, rhythm, dynamics (F1/F2)	All about Me	Songs, chants and musical activities about names and the body	Rhythm, pitch (F1/F2)
Animal Boogie	Songs, chants and movement	Timbre, pitch (F1/F2)	Autumn	Songs, movement, listening, instrumental activities about the festivals in Autumn	Dynamics, timbre, texture (F1/F2)
Building and Construction Project	Exploring sounds and actions on a building site - movement, song, instrumental activities	Timbre, beat, rhythm (F2)	Come Outside Whatever the Weather	Songs, listening, movement, poetry, story and instrumental activities	Timbre (F1/F2)
Dinosaur Rumpus	Songs, chants, rhyme, movement, listening, instrumental activities	Rhythm, movement, dynamics (F2)	Growing and Changing	Exploring musical opposites through song, chants, poetry and story	Pitch, duration, texture (F2)
Growing and Changing	Exploration of musical opposites through singing, chants, poetry, story	Dynamics, texture (F2)	Jelly Belly	Songs, poetry, story, listening movement and instrumental activities	Rhythm, pattern (F1/F2)
Let’s Celebrate	Chinese New Year, Pancake Day, Easter, Ramadan, Eid, Harvest, Halloween, Diwali, Christmas and Hanukah	Rhythm, timbre (F1/F2)	Let’s Pretend	Exploring instrumental sound, playing together listening, movement	Timbre, texture, group work, pitch, creating music (F1/F2)
Off We Go	Exploring all forms of transport through movement, song, story, poetry, instrumental activities	Timbre, rhythm (F1/F2)	People who Care for Us	Songs, games, movement and instrumental activities	Pitch, rhythm (F1/F2)
Shake, Rattle and Tap	Introduction to instrumental sounds. Songs, chants, poetry, movement, story listening, instrumental activities	Timbre, rhythm (F1/F2)	The Ugly Bug Ball (Musical Mini Beasts)	Songs, story, poetry, movement, chants and musical activities based upon names, lives and habitats of mini-beasts	Rhythm, timbre, texture (F1/F2)

Projects for Foundation 1 and 2 – Supporting Literacy and Auditory Awareness in the Early Years

“Musical Language is intertwined with the earliest stages of human development” (Moore/Avery/Hodi)

Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Dear Zoo	Explore the sounds and structure of this picture book with vocal, body and instrumental activities	Initial sounds, rhyme, timbre, duration, rhythm, dynamics (F1/F2)	Early Years Fairy Tales	A musical exploration of the Three Little Pigs, Little Red Riding Hood, Goldilocks and the Three Bears and Jack and the Beanstalk – following visual and aural cues	Initial sounds, alliteration, rhyme, pitch matching, sound description, beat, rhythm, structures, dynamics, pitch (F2)
One Mole Digging a Hole	Explore the visual and aural cues in this book through song, movement and instrumental activities	Duration, rhythm, rhyme (F1)	Room on the Broom	Join the witch and her friends on a musical adventure using vocal, body and instrumental sounds	Rhythm, pitch, graphic symbols, simple scores, responding & playing, initial sounds, alliteration (F1)
The Gruffalo	Explore this story through vocal, body and instrumental activities	Pitch matching, beat, graphic symbols, rhythm, alliteration (F2)	The Little Red Hen	Explore the story through song, rhyme and instrumental activities	Beat, rhythm, timbre (F2)
The Very Hungry Caterpillar	Follow this culinary journey through vocal, body and instrumental sound	Beat, rhyme, rhythm, auditory discrimination, alliteration (F1/F2)	We’re Going on a Bear Hunt	Poetry, song, chants, movement and instrumental activities	Beat, rhythm, pitch, dynamics (F1/F2)
Reading, Rhythm & Rhyme 1	Exploring initial sounds, through activities linked to ‘Letters and Sounds’. Tuning into sounds; copying and matching sounds; creating and exploring sounds	Rhythm, rhyme, alliteration, auditory discrimination (F1/F2)	Reading, Rhythm & Rhyme 2	Explore, discriminate between, identify, blend and segment sounds from Phase 2 of letters and sounds. Children will be taught grapheme-phoneme correspondence but will not write	Rhythm, alliteration, exploration of phonemes, pitch, rhythm, beat (F2)

“We know that the earlier young children get to make music the better for their personal, social and musical development.”
(Matt Griffiths, CEO of Youth Music)



Delivering National Curriculum Music in Key Stage 1

*“We believe that music has an impact on other subjects, supports learning and builds confidence”
(Anthony Mannix, Headteacher of Barlby Primary, West London)*

Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Feel the Pulse	Vocal, body and instrumental activities	Beat, rhythm, graphic symbols (Year 1/2)	Rain, Rain, go Away	Instrumental and auditory activities to help children to respond to a stimulus expressively	Timbre, texture, rhythm, dynamics, graphic scores (Year 1/2)
Sounds Interesting	Vocal, auditory and instrumental activities designed to help children recognise, play and change sounds	Timbre, texture, auditory discrimination, creating soundscapes, playing in groups (Year 1/2)	Taking Off	Vocal and instrumental activities designed to help children recognise, play and change sounds	Timbre, texture, auditory discrimination, creating soundscapes, playing in groups (Year 1/2)
The Long and the Short of It	Vocal, body and instrumental activities designed to help children generate and discriminate between short and long sounds and to create sequences of sound	Duration, exploration, discrimination and generation, rhythm, graphic symbols, composition (Year 1/2)	What's the Score?	Instrumental activities designed to help children to play instruments, recognise how sounds are made and how to change them	Timbre, playing with control, changing sounds, following visual cues, graphic scores, composing, structure, pattern (Year 1/2)

Supporting other National Curriculum Subjects through Music (KS1)

‘Children who study music tend to have larger vocabulary and more advanced reading skills’ (Arete Music Academy)

LITERACY					
Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Infant Fairy Tales	A project where fairy tales and pantomime stories enhance the children’s musical experience	Depending on the stories chosen, a selection of pulse, pitch, rhythm, percussion instruments, singing in canon, graphic score reading etc (Year 1/2)	Infant Stories and Music	A project looking at pattern, structure and repetition, rhythm and rhyme, alliteration and visual cues through a selection of children’s books	Pitch, pace, dynamics, duration, timbre, texture, beat, rhythm, creating, manipulating and controlling sounds, following signs and symbols, ostinato, call and response (Year 1/2)
Language through African Drumming	Exploring alliteration, rhyme, pattern, repetition and adjectives through music, culture and stories from Africa	Pitch, pulse, rhythm, pace, duration, form and structure, composition, time values (Year 1/2)	Percy the Park Keeper	Learn about Percy and the park animals through rhythm and rhyme. Sing songs about the characters and represent them through sound.	Pulse, rhythm, pitch improving singing. Exploring instrumental sounds (Year 1/2)

Pop into a Poem	Children will explore onomatopoeic words, stanza variation, voice, body percussion using a different poem each week	Pitch, pulse, rhythm, timbre, texture, dynamics, ostinato, Percussion instruments, performance (Year 1/2)	Reading, Rhythm and Rhyme 2	Explore, discriminate between, identify, blend and segment sounds from phase 2 of letters and sounds. Children will be taught grapheme-phoneme correspondence but will not write	Rhyme, alliteration, exploration of phonemes, pitch, rhythm, pulse (Year 1/2)
Super Heroes	Compare human senses and the super powers of fictional characters	Vocal pitch matching, percussion playing and super-hero rhythms (Year 1/2)	The Jolly Postman	Learn about fairy tale characters in the story and represent them with musical activities using vocal, body and percussion sounds	Pulse, rhythm, internalising rhythms, playing tuned and un-tuned instruments (Year 1/2)
The Lighthouse Keeper's Lunch	Sing and play your way through the story whilst exploring music	Rhythm, rhyme, time values, pitch, stick notation and group work (Year 1/2)	Traditional Tales	A project, where tales from this country and a range of cultures link literacy traditions to music	Pulse, pitch, rhythm, singing, canon, graphic score, percussion (Year 1/2)
The World of Beatrix Potter	Explore some well known Potter stories and take part in musical activities based on those characters	Rhythm, patterns, pitch, instruments (Year 1/2)	<small>New Project for 2024</small> Infant Stories and Music 2 Tales from around the World	Explore stories from around the world. Each story has a literacy and musical focus. Each project has 6 lessons	Rhythm, timbre, texture, playing as a class or in smaller groups, symbols, rhythmic notation (Year 1/2)

GEOGRAPHY

Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Barnaby Bear Travels to Australia	Learn about indigenous animals of Australia using 'Edwina the Emu', 'I'm Big Enough'	Pitch, pulse, rhythm, structure, pace, graphic symbols, song, listening, instruments (Year 1/2)	Barnaby Bear Travels to China	Visit the great wall of China and go to the races with Barnaby. Sing, move and play on your way!	Pitch, pulse, rhythm, timbre, texture. Following graphic symbols and scores, listening and responding to music. (Year 1/2)
Barnaby Bear Travels to Hot and Cold Places	Explore lands around the Equator, the rainforest and both poles through music	Pulse, rhythm, listening, responding, duration, pitch, following graphic scores, movement. (Year 1/2)	Barnaby Bear Travels to the Mountains	Join Barnaby for an adventure into the mountains through song, movement, vocal and instrumental activities	Pitch, pulse, rhythm, tempo, dynamics, duration (Year 1/2)
Barnaby Bear Travels to the Seaside	Explore the shoreline, seas & oceans through song, movement, chants, instrumental and composing activities	Pitch, movement, timbre, texture, pulse, rhythm, tempo, duration, graphic symbols (Year 1/2)	Barnaby Bear Travels to the Woods	Meet nocturnal and diurnal creatures through a variety of vocal and instrumental sounds, movement and listening	Pitch, pulse, rhythm, dynamics, timbre, composition (Year 1/2)

Barnaby Bear Travels to the Zoo	Explore favourite inhabitants of the zoo through music based upon books 'Handa's Surprise', 'Noah's Ark', 'Have you seen the Crocodile?'	Listening and responding, pitch, movement, singing, pulse, rhythm, timbre, texture, duration, graphic scores (Year 1/2)	Chocolate	A musical exploration of the history of chocolate with links to 'Charlie and the Chocolate Factory' – a must for all chocolate lovers!	Pitch, duration, pace, dynamics, graphic notation, time values, notation, pair and group work (Year 2)
Contrasting Localities	Contrast what happens in an English village with a city in Brazil. Includes an early appreciation of Samba Music.	Rhythm, combining rhythms, part singing (Year 1/2)	Local Project	Learn about your immediate vicinity through vocal and instrumental activities	Pitch, pulse, rhythm, movement and following simple graphic scores (Year 1)
Local to National	Starting in your local area, go to London and Scotland before ending up in Wales while singing some traditional songs	Pulse, rhythm (Year 1/2)	Out and about	Discuss the mini-beasts in your local area through singing, percussion and musical activities	Pulse, timbre, structure, rhythm (Year 1/2)

HISTORY

Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Castles	Explore the inhabitants of a castle, fictional and non fictional – through instrumental activities	Pitch, pulse, rhythm, structure, timbre, texture, performing and composition, movement, listening (Year 2)	Great fire of London	Explore the causes and events of the Fire of London through song, poetry and instrumental activities	Pitch, duration, dynamics, timbre, composition (Year 1/2)
Musical Adventures with Pirates	Come and join our pitch-matching, pulse-finding, percussive pirates as they sing, chant, move, listen and play!	Pitch, pulse, rhythm, timbre, graphic scores (Year 1/2)	Toys	Explore representing different toys through song and instrumental activities	Timbre, graphic scores (Year 1/2)
Transport	Explore cars, boats, buses and trains through song, chants, listening and instrumental activities	Pitch, rhythm, pace, graphic scores (Year 1/2)			

PE AND DANCE

PSHE

Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
The Circus	Explore the circus through song, dance, movement and instrumental activities	Pitch, movement, timbre, texture, listening and responding structure and composition (Year 1/2)	Myself	Explore different parts of the body using songs, chants and instrumental activities	Pitch, pulse, rhythm, following graphic symbols (Year 1/2)

SCIENCE					
Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Animals	Look at pets, wild animals and farm animals in a musical way through singing and percussion	Pulse, pitch, structure, rhythm (Year 1/2)	Dinosaurs and Dragons	Get to know your Pterodactyl from your T-Rex in this project that combines factual and fictional creatures	Rhythm, pitch matching, rondo form, creative scores (Year 1/2)
Ourselves	Explore your five senses and your skeleton, through singing and playing percussion instruments. You will learn Kodaly hand signs too.	Pitch, pulse (Year 1/2)	Space	Explore the first moon landing through vocal and instrumental activities	Pitch, pulse, rhythm, ostinato (Year 1/2)
Sounds of Space	Explore outer space through vocal, body and percussive sounds	Pitch, listening, composing, pulse, rhythm (Year 1/2)	Under the Sea	Dive beneath the waves to enhance your music with shipwrecks & marine life. Use pitched percussion and vocal sounds	Pitch, creative scores (Year 1/2)

*“Music helps on every level from behaviour through to academic level of achievement and actually self-esteem because music is an empowering force for all kids”
(Lord Lloyd-Webber)*



Don't forget our termly networking meetings for Primary Music Subject Leaders.

Please email music@milton-keynes.gov.uk to find out when our next meeting is taking place!

Delivering National Curriculum Music in Lower KS2

“The School is unrecognisable ... we are celebrating the best results the school has ever had. Music is thriving and it is infectious. Music is absolutely at the heart of the school and not just an add-on.” (Jenny Smith, Headteacher – Community School in Walthamstow)

Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Animal Magic	Explore the animal kingdom through musical activities linked to ‘The Carnival of the Animals’ (Yr3) or ‘Pumpkin Soup’ (Yr4)	Creating, listening, movement, instruments, singing (Year 3/4)	Dragon Scales	Explore the pentatonic scale in order to create and perform short melodies and accompaniments	Pitch, improvisation, composition, melody, accompaniment, ostinato (Year 3/4)
Painting with Sound	Use visual and aural stimuli to create compositions and learn how to respond using musical vocabulary	Timbre, texture, mood, character, pitch, duration, dynamics, ostinato, structure, refining and evaluating (Year 3/4)	Play it Again	Create, perform and notate rhythmic patterns individually or as part of a group	Pulse, rhythm, time values, ostinato and maintaining an independent part (Year 3/4)
Salt, Pepper, Vinegar, Mustard	Explore, sing and create singing games as part of a group	Pitch-matching, vocal, composition, pulse, rhythm, performing (Year 3/4)	The Class Orchestra (Drunken Sailor)	An inclusive project using instrumentalists and a class percussion orchestra to play, combine, arrange and perform rhythmic and melodic material from ‘Drunken Sailor’	Pitch, pulse, rhythm, ostinato, ensemble performance, evaluation and revision (Year 3/4)

Supporting other National Curriculum Subjects through Music (Lower KS2)

GEOGRAPHY		
Project	Description	Musical Focus/Level
Volcanoes	Explore the formation, location, eruption and vocabulary of the volcano through vocal and instrumental activities	Pitch, pulse, ensemble, dynamics, improvisation, composition (Year 3/4)



HISTORY					
Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Anglo Saxons and Celts	Exploring Anglo-Saxons and Celts through singing, listening and instrumental activities and the story of Beowulf	Pitch, major/minor tonality; chords, pentatonic scale, listening & responding, structure, improvisation, composition (Year 3/4)	Romans	Explore the Roman world through song, chants, instrumental, movement and listening activities	Pulse, rhythm, ostinato, improvisation, composition, timbre, texture, graphic notation; combining, revising and evaluating (Year 3/4)
The Stone Age	Exploring the three periods of the Stone Age through song, rap, listening activities and opportunities to perform and create	Rhythm, pulse, time names, stick notation, part singing, improvising, composing, performing (Year 3/4)	Vikings	Explore the life of the Viking Soldier on sea and on land through song, chant and performing activities	Aural and visual stimuli, pitch, duration, pace, dynamics, timbre, pulse, rhythm, structure, improvisation, composition (Year 3/4)
SCIENCE					
Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Habitats in Harmony	Discuss how a variety of animals move and where they live, through listening to orchestral music and playing in an ensemble	Graphic scores, listening, structure (Year 3/4)	Good Vibrations	Explore where science and music meet. Make sounds with elastic bands, metal, air and percussion	Listening activities related to 'The Carnival of the Animals', composing, performing (Year 3/4)
Insects	Explore the life of the mini-beast through song, listening and composing activities	Pulse, rhythm, ostinato, time-values, stick notation, pitch, pentatonic scale, improvisation, composition, performance (Year 3/4)	Keep your Light Bright	Discuss a variety of different light sources and shadows. We will explore one song presented in a variety of genres	Listening, structure (Year 3/4)

*“Creative subjects are not mere add-ons but essential for the progress of all pupils.”
(Music Co-ordinator, Feversham Primary)*



Delivering National Curriculum Music (Upper KS2)

Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Cyclic Patterns 1	Exploring traditions of music around the world through instrumental activities focusing on rhythm and pulse	Pulse, rhythm, timbre, texture, unison and part playing, improvisation, composition (Year 5/6)	Round-about	Explore rounds through singing, composing and performing	Pitch, melody, chords, tonality, singing, notation, composition (Year 5/6)
Journey into Space	Explore space through listening and instrumental activities and use aural stimuli (poetry)	Expression, electronic sounds, selection, manipulation and organisation of sounds (Year 5/6)	Songwriter	An introduction to song-writing and place and purpose of music through melody, chords and an exploration of street cry and adverts	Melody, chords, notation, performance and evaluation (Year 5/6)
Who Knows?	Explore musical processes and compositional devices through listening, vocal and instrumental activities	Pulse, rhythm, expression, timbre, texture, sequences, layers, ostinati, performance and evaluation (Year 5/6)	Cyclic Patterns 2	A look at the role of pattern throughout time and place from the Baroque period to the 20 th Century from Africa to Asia	Pulse, rhythm, sequence, repetition, ground bass, chord, riff, ostinato, playing in unison and in parts (Year 5/6)
Sticks Cans and Dustbin Lids	Our own version of 'Stomp' using household items as musical instruments	Pulse, rhythm, ensemble, movement, performance (Year 5/6)			

IT MUSIC PROJECTS

Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
I-Pad project – Loopsequ and Garage Band	Develop composing and performing skills through the use of these two music apps	Cyclic patterns, sequence, pulse, rhythm, texture, timbre, chords, blues, pentatonic scales (Year 5/6)	I-pad project – Launchpad Blockwave and Figure	Use these three musical apps to create original musical arrangements	Timbre, texture, structure, dynamics, organising sounds (Year 5/6)



Supporting other National Curriculum Subjects through Music (Upper KS2)

LITERACY					
Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Light and Dark	Explore some of your favourite film heroes and villains, discover how the soundtrack creates mood and character and then create your own!	Musical contrasts, tonality, chords, pulse, rhythm, ostinato, improvisation, organisation of instrumental sound, listening, performance and evaluation (Year 5/6)	Musical Clichés	Explore the inter-related dimensions of music through silent film and adverts and then create your own soundtrack to a movie	Pulse, rhythm, musical devices, clichés; listening, responding, evaluating, storyboard (Year 5/6)
Musical Theatre	Explore some of the best-known musicals through vocal and dramatic activities and perform your favourite selections at the end	Pitch, unison, part singing, character, mood, phrasing, dynamics, articulation, rehearsal, performance (Year 5/6)	Who's Who?	Discover how some of the great composers have been influenced by art and poetry, explore the links and use that knowledge to create original music	Mood, character, ostinato, drone, pattern, layering, sequencing, performing and evaluation (Year 5/6)
GEOGRAPHY					
Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Calypso	Explore the music of the Caribbean through singing, playing, listening and composing activities	Pulse, rhythm, syncopation, chords, melody, improvisation, structure, purpose, character, mood maintaining an independent part (Year 5/6)	Gamelan	Explore the music of Java through instrumental activities in the classroom then try them out on our own Gamelan - cross-curricular links to art and RE	Pulse, rhythm, cyclic patterns, layers mood, character performing and refining (Year 5/6)
Latitude and Longitude	Learn about the world's hemispheres, the lands around the Equator and along the Meridian; within the tropics and at the poles through song, rap, composing and performing activities	Pitch, rhythm, pulse, notation, timbre, texture, responding to music (Year 5/6)	Rivers	Listen to Smetana's 'Vltava' and explore the use of music to describe different places and events on and near the river. Culminating in a class performance	Pulse, rhythm, chords, tonality, pentatonic scale, character, mood, singing in parts, small group, performance, revision and evaluation (Year 5/6)
The Water Cycle	Get to know your precipitation from your condensation, with a class performance of a topic based piece. There is also a focus on song lyrics	Composition, instruments, small groups (Year 5/6)	Children will be encouraged to play instruments they are learning during these projects where appropriate.		

HISTORY					
Project	Description	Musical Focus/Level	Project	Description	Musical Focus/Level
Anglo-Saxons and the Celts	Explore the world of Anglo-Saxons and Celts through the story of Beowulf and the song. 'A Hero Comes Home'	Singing, instruments, listen, compose, ostinato, mood, character, tonality, creating descriptive music (Year 5/6)	Medieval Music	Explore the life of the rich and poor in Medieval England - Children will respond to music (time, place and purpose)	Singing, performing, composing, pentatonic scale, revising and evaluating work, maintaining an independent part (Year 5/6)
The Olympics	Celebrate this sporting event with songs and chants and explore some of the diverse cultures that are brought together through performing and composing activities	Pitch, melody, chords, pentatonic scale, question and answer, pulse, rhythm, tone, composition, improvisation responding to music (Year 5/6)	The Tudors	Explore Tudor pastimes, leisure, working life. Children will respond to music (time, place and purpose)	Singing, listening performing, composing chords, pentatonic scale, revising and evaluating work, maintaining an independent part (Year 5/6)
The Victorians	Explore the life of rich and poor in Victorian England	Singing, listening performing composing, chords pentatonic scale, revising and evaluating maintaining an independent part (Year 5/6)			
SCIENCE					
Project	Description	Musical Focus/Level			
Journey Through Space	Explore film music about space and discover musical elements and compositional devices. The children work in groups to create their own music	Pulse, rhythm, ostinato, tonality, chords, pedal notes, melody, mood, character, selection/manipulation of sounds, performing, refine and evaluate (Year 5/6)			

“Engaging and exciting children through exciting, fulfilling and valuable experience in, through and about music, opens up possibilities for current and future learning... Given all the benefits and evidence about the power of music, notwithstanding the most important – the significant impact of music learning itself – it is difficult to fathom why any school wouldn’t aspire for music to be at the heart of the school curriculum.” (From ‘Teaching Primary Music’ Daubney, 2017)



Terms and Conditions

General:

As well as terms and conditions specific to projects as set out in this booklet, the following will apply:

The Music Faculty will:

- Provide teaching over a minimum of 34 weeks and a maximum of 36 weeks per annual project.
- Support Music in your school.
- Deliver and collect instruments.
- Monitor the quality of teaching provided.
- Carry out stock checks of instruments being used by the school in line with MK Council internal audit requirements.

Schools will:

- Provide appropriate space and resources for the class/group to ensure a good learning environment.
- Prioritise booking a Whole class Ensemble Programme. (IN3A, IN3B and IN3C)
- Ensure a member of staff supports the delivery of termly tasters and WCET (IN3A, IN3B and IN3C). This can be a teaching assistant or a class teacher but needs to be the same member of staff every week.
- Ensure all pupils who have received WCET have the opportunity to continue with instrumental lessons.
- Provide details of the school's behavioural policy
- Provide details about each class - names, SEN, behaviour etc
- Ensure that all Music Faculty instruments are checked on arrival and departure and are signed for and are part of the school's audit procedures.
- Continue 1:1 support in music sessions for those pupils that qualify.
- Complete the annual Arts Council return.

Length of Agreement:

When booking, schools commit to the agreed programme for the period advertised.

Method of timing of payments:

Schools will be invoiced on a termly basis. The Music Faculty will supply schools with written confirmation of services purchased.

How to Book

Please order your curriculum projects along with your school music provision for next year. We may also have availability at other times during the year, please contact us to enquire.

For access to the electronic booking form please either go the website link <https://miltonkeynesmusichub.co.uk/schools/> and visit the 'Totally Music' section or email the Music Faculty to request one: music@milton-keynes.gov.uk.

Love Music?

Discover your potential at MK Music Centre



www.miltonkeynesmusichub.co.uk

From tuba to violin, drums to keyboard, flute to trumpet.... whether you are a complete beginner or an established musician, be part of our activities, on Saturday mornings or weekday evenings.

From as little as £4.50 a week.

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Make Music, Make Friends.... Visit our website for more information: www.miltonkeynesmusichub.co.uk or contact us: music@milton-keynes.gov.uk

Activities take place at Shenley Brook End School and other sites across Milton Keynes during term time. Take a look at our website for more information and how to get there.

 **Milton Keynes**
City Council



The Milton Keynes Music Co-operative

Milton Keynes Music Co-operative is a not-for-profit association of self-employed specialist music teachers that works closely with Milton Keynes Music Faculty. It provides a wide range of instrumental and vocal tuition in the Milton Keynes area, working in local schools, as well as providing out-of-school tuition to both young people and adults. Teachers working through the MK Music Co-operative are pro-active in supporting and encouraging pupils to join Music Centre groups.



Milton Keynes Music Co-operative
Providing vision and quality in music tuition

Want to learn an instrument?
strings ♪ woodwind ♪ brass ♪ percussion
piano ♪ keyboard ♪ guitar ♪ singing
aural training ♪ music theory

We are a not-for-profit association of self-employed music teachers. Our aim is to develop each pupil's musical potential according to their individual needs and aspirations. We provide a wide range of instrumental and vocal tuition, to all ages and at all levels, both in and out of schools.

www.mkmusiccoop.com

Call us: **01908 699052** Email us: **mkmusiccoop@gmail.com**

Arts Council England operates as fund holder for Music Education Hubs on behalf of the Department for Education. As fund holder, it is responsible for providing advice, assessment, decision-making and monitoring the performance of Music Education Hubs against agreed delivery plans. The Arts Council Annual Music Return that your school fills in helps to ensure the continued funding the Milton Keynes Music Hub.

Milton Keynes Music Hub

Email: music@milton-keynes.gov.uk

Web: www.miltonkeynesmusichub.co.uk

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