

# Music

Age Phase	Year Group	Area of learning	Early Learning Goal
Early Years	Reception	Expressive Arts and Design	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

EYFS Curriculum Overview and Links to National Curriculum		
Autumn	Spring	Summer
<p>Learning Activities</p> <ul style="list-style-type: none"> <li>• Topic 'Marvellous Me' &amp; 'Let's Celebrate'.</li> </ul> <p>Sing Up scheme:</p> <ul style="list-style-type: none"> <li>• I've got a grumpy face</li> <li>• The Sorcerer's Apprentice</li> <li>• Witch Witch</li> </ul> <p>Christmas Nativity Nursery Rhymes</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> <li>• Topic 'On the Move'.</li> </ul> <p>Sing Up scheme:</p> <ul style="list-style-type: none"> <li>• Bird spotting</li> <li>• Shake my sillies out</li> <li>• Up and down</li> <li>• 5 fine bumble bees</li> </ul> <p>Maths songs, nursery rhymes</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> <li>• Topic 'A Bug's Life' &amp; 'Superheroes'</li> </ul> <p>Sing Up scheme:</p> <ul style="list-style-type: none"> <li>• Down there under the sea</li> <li>• It's oh so quiet</li> <li>• Slap, clap, clap</li> <li>• Bow, bow, bow Belinda</li> </ul> <p>Bug ball songs, maths songs</p>
<p>Stories and Rhymes</p> <ul style="list-style-type: none"> <li>• We're Going on a Bear Hunt – Michael Rosen</li> <li>• We're Going to Find the Monster – Malorie Blackman</li> <li>• The Gingerbread Man – Mara Alperin</li> </ul>	<p>Stories and Rhymes</p> <ul style="list-style-type: none"> <li>• The Naughty Bus – Jan Oke</li> <li>• The Journey Home – Frann Preston-Cannon</li> <li>• Meerkat Mail – Emily Gravett</li> </ul>	<p>Stories and Rhymes</p> <ul style="list-style-type: none"> <li>• Supertato – Sue Hendra</li> <li>• The Very Hungry Caterpillar – Eric Carle</li> </ul>
<p>Key Vocabulary</p> <p>Timbre, beat, pitch, musical storytelling, louder/quieter, faster/slower, higher/lower, timbre, call-and-response.</p>	<p>Key Vocabulary</p> <p>Timbre, pitch (higher/lower), tempo (faster/slower), beat, classical music, structure (call-and-response), active listening.</p>	<p>Key Vocabulary</p> <p>Timbre, structure, active listening, tune moving in step (stepping notes), soundscape, dynamics, musical storytelling, improvising and composing, exploring instruments.</p>

Links to Further Study in Key Stage 1	Links to Further Study in Key Stage 1	Links to Further Study in Key Stage 1
<p>Year 1 - Children will follow on from the starting point in Reception of experimenting with timbre using voices and instruments. They will develop their exploration of how music can tell a story from Reception and will be supported in identifying elements of music within a piece, such as dynamics (loud/quiet) and tempo (fast/slow).</p> <p><b>The Menu Song</b> The children focus on learning a cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader.</p> <p><b>Colonel Hathi's March from The Jungle Book</b> Children will explore moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement.</p>	<p>Year 1 – Children will build on the 'listening unit' in Reception and putting movement to music. They will build on the skills developed when creating a sound story with classroom percussion.</p> <p><b>Football</b> <i>Football</i> is a lively, rhythmic chant about football. Children will echo sing, compose word patterns, improvise with mi-re-do, and play a percussion ostinato. Activities will support pupils to understand the difference between pitched patterns and rhythm patterns, higher and lower.</p> <p><b>'Dawn' from Sea interludes</b> children will listen actively to music inspired by the sea. Warm up' their ears and voices with a sailor singing game and sharpen their quick reactions with a seaside signal game, using classroom percussion. They are then introduced to the three contrasting themes in 'Dawn' from Benjamin Britten's <i>Sea interludes</i>, bringing the piece to life by creating a moving, musical picture.</p> <p><b>Musical conversations.</b> Music is full of conversations between instruments (and/or voices). Ideas are often passed back and forth, copied, and developed. Pupils will invent and compose short pieces based around question-and-answer interactions/dialogue. They will also learn to take turns playing, lead and follow, read a 'score', and create their own simple graphic scores.</p>	<p>Year 1 – Building on the Reception unit 'Oh So Quiet', children will focus on dynamics and how it is used for dramatic effect. The children will also focus on developing their use of instruments.</p> <p><b>Nautilus</b> This iconic, futuristic sounding piece is characterised by its heavy beat and rising pitch patterns. Through this music, pupils will develop their feeling and understanding of pitch, beat, and duration. They will listen actively to the piece, interpreting its gestures in dance. They will engage imaginatively with the piece by drawing to the music. Finally, they will compare their interpretations with contrasting animations and videos, discovering that music can be interpreted in a myriad of ways.</p> <p><b>Cat &amp; Mouse</b> This unit uses a singing game as a starting point for improvising rhythms and then reading and writing them in simple notation. It also explores how we use a combination of musical elements – rhythm, tempo, timbre, and dynamics – to create an emotional response that helps us tell a story.</p> <p><b>Come Dance with Me</b> This lively warm-up song works well with movement and provides a good springboard into composing new lyrics and actions. The call-and-response nature of the song translates well into instrumental work, with pupils creating their own percussive responses and playing simple rhythm patterns on tuned instruments.</p>

## Year 2 – Tony Chestnut

Children focus on beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, as well as timbre, tempo, dynamics and pitch.

Children will develop their singing, thinking about good diction to emphasise word play. They will develop their use of tuned instruments by playing the melody of the song and working by ear to explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments.

## Year 2 – Grandma Rap

The children will further explore beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns, which they will loop creating an accompaniment to perform the rap to.

## Year 2 - Ukuleles

### Tanczyny labada

The children will learn a Polish circle game with increasingly tricky actions, which will help to develop children's sense of beat and encourage cooperative play. As well as learning to sing confidently in another language, children will learn to play singing games, play an accompaniment, and invent a 4-beat body percussion pattern. Additionally, they will learn about traditional dances of Poland and plan and rehearse a performance for younger children.