

Music - Expressive Arts and Design (Specific area)

Music is exploring sounds, instruments and voice

Early learning goal:

Children at the expected level of development will:

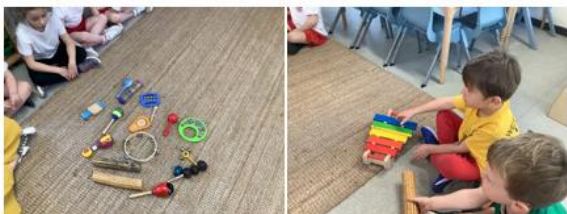
ELG: Being imaginative and expressive

Sing a range of well-known nursery rhymes and songs.

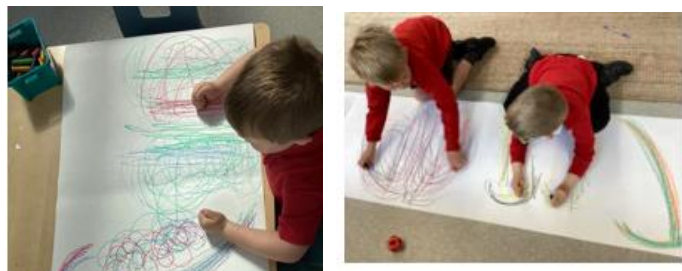
Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

What this looks like at Weeke Primary

AU1: In lessons the children will use instruments to represent characters from well know stories (e.g. Gingerbread Man, Goldilocks and the Three Bears), learn actions (Makaton) and then take part in a musical story performance. The children will learn nursery rhymes and counting songs and perform these with the whole class (1,2,3,4,5 once I caught a fish alive, 5 little peas, 10 green bottles). The children will also learn the harvest song, Big Red Combine Harvester with Makaton actions which is filmed for parents.



The children will take part in weekly 'Write Dance' exercises. This is a combination of rhythmic and then melodic pieces of music that children follow and learn specific movements to. This develops their physical skills including, balance, coordination, flexibility and stamina.



AU2: In continuous provision the children will have the opportunity to use our outdoor stage to put on shows and explore their voice and instruments through play.



Future learning in Year 1

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and un-tuned instruments musically

Explore and describe music through movement and respond to dynamic and tempo changes.

Use voices to speak and chat.
Create short sequences of sound with voices or instruments to represent a character. Combine instruments and voices and create a simple tune using a few notes.

In lessons the children will explore celebration music (Hanukkah, Diwali and Christmas) they will respond to the music through movement, using instruments and dancing. The children will also take part in a Nativity and perform songs in front of a live parent audience.

SP1: The children will explore the beat of music through body movement and move onto reacting to different tempos using their body. This will link to PE and dance. In calm time after lunch children will listen to a variety of music whilst laying still and listening carefully.



SP2: Linked to our learning theme the children will learn about the different sounds transport vehicles make. The children will be introduced to words like tempo, dynamics and pitch. They will partake in describing a transport score and create a musical journey.

In continuous provision the children will have the opportunity to make instruments using junk modelling at the creative area. They can then use these on the stage outdoors in a performance.



SU1: The children will learn about different instruments and create their own in the provision. They will learn to follow a beat and about different groups of instruments.

Choose dynamics, pitch and tempo.

Nativity performance to parents and listen and respond to others as part of a performance.

*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns.

*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).

*Understanding that different types of sounds are called timbres.

Recognising and understanding the difference between pulse and rhythm. Listening to and repeating short, simple rhythmic patterns.