

Expressive Arts & Design - Music

Curriculum End Goals:

ELG - Expressive Arts & Design

Being Imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher
- 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

KS1 Music, Dance and Drama

KS1 Music

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

KS1 PE - Dance

- Perform dances using simple movement patterns

English National Curriculum - Drama

- All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Foundational Knowledge:

Recall an increasing repertoire of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create songs of their own to match their imaginative play (often sung to a known tune). Accompany songs with simple instruments, keeping a steady beat. Name an increasing number of instruments, describing the sounds they make and what they might be used for.

Using Voices

What will we explicitly teach:

- Experimenting with your voice - loud / soft / high / low and making different noises e.g. wheeee, ssss, zzzz, oooo
- Lots of familiar, simple songs, rhymes and action songs including: 'Twinkle, twinkle little star', 'Old Macdonald' & 'Wheels on the bus'
- Pitch and melodic shape of songs including: 'Humpty Dumpty', 'Baa, baa black sheep',
- How to listen carefully to check the tune through active listening and musical storytelling
- How to create songs of their own to known tunes

- Experimenting with your voice - loud / soft / high / low and making different noises e.g. wheeee, ssss, zzzz, oooo
- Lots of familiar, simple songs, rhymes and action songs including: '5 little monkeys', 'Head, shoulders, knees & toes', '1, 2, 3 4, 5.....' & 'Incy Wincy Spider'
- Pitch and melodic shape of songs including: 'Hickory, Dickory Dock', 'Jelly on a plate' - Sing and/or play a rising and falling melody, following the shape with voice and use appropriate hand actions e.g. to mark a change in pitch.
- How to listen carefully to check the tune through active listening and musical storytelling.
- How to create songs of their own to known tune (making up new lyrics, composing new words and accompanying actions)

Nursery

What will pupils know and be able to do? *italics = prior learning*

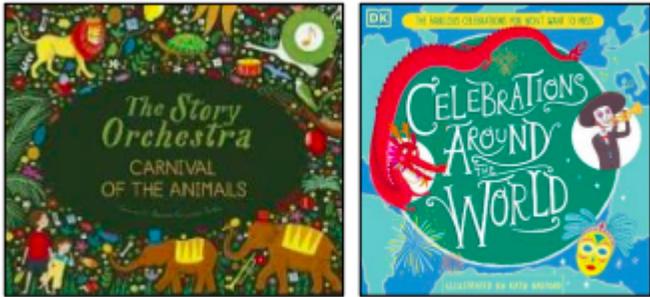
- *Explore their voices and enjoy making sounds*
- *Join in with songs and rhymes, making some sounds*
- *Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little star'*
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Sing to self and make up simple songs

Reception

- Recall an increasing repertoire of familiar songs
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Create songs of their own to match their imaginative play (often sung to a known tune)

Prompting Questions for 'Thinking Hard'	<ul style="list-style-type: none"> • <i>How many different sounds can you make with your voice?</i> • <i>What would be a good sound to use here?</i> • <i>What actions can you think of to go with this song?</i> • <i>Can you match the pitch of my voice? Am I singing a high note or a low note?</i> • <i>Does the song/music go up or down next / here?</i> • <i>Can you make up a song about...?</i> 	<ul style="list-style-type: none"> • Tell me about the melody in this song • What changes can you hear in this song? Where is it high / low / fast / slow? • Do I need to change my voice when singing xxx? How?
Essential Vocabulary <i>italics = prior learning</i>	<i>voice, song, sing, sound, action</i> <u>loud, soft, high, low, up, down</u>	<i>loud, soft, high, low, up, down</i> <u>pitch, melody, compose</u>
Playing Instruments		
What will we explicitly teach:	<ul style="list-style-type: none"> • How to explore sound makers and instruments, including how to make different sounds with them, e.g. bang, tap, shake and how to play them in different ways e.g. by both shaking and tapping the maraca to make different sounds • Dynamics - loud, quiet, soft, hard • Tempo - fast and slow • Playing simple rhythms and patterns • Keeping a steady beat • Instrument names including: tambourine, Bongo drum, maracas, hanging bells, jingle/sleigh bells, triangle, claves, rainmaker 	<ul style="list-style-type: none"> • How to explore sound makers and instruments, including how to make different sounds with them, e.g. bang, tap, shake and how to play them in different ways e.g. by both shaking and tapping the maraca to make different sounds • Dynamics - loud, quiet, soft, hard • Tempo - fast and slow • Playing simple rhythms and patterns • Keeping a steady beat • Instrument names including: Djembe drum, push-down/desk bells, 2-tone wood block, 2-tone metal agogo, chime bars, castanets, quiro, cabasa
Nursery		Reception
What will pupils know and be able to do? <i>italics = prior learning</i>	<ul style="list-style-type: none"> • <i>Make rhythmical and repetitive sounds</i> • <i>Explore a range of sound makers and instruments and play time in different ways</i> • <i>Explore loud and quiet</i> • Play instruments with increasing control to express their feelings and ideas • Play instruments softly / loudly and quietly • Use accurate names for simple instruments including: tambourine, Bongo drum, maracas, hanging bells, jingle bells, triangle, claves, 	<ul style="list-style-type: none"> • Accompany sounds with simple instruments, keeping a steady beat • Name an increasing number of instruments (see above), describing the sounds they make and what they might be used for
Prompting Questions for 'Thinking Hard'	<ul style="list-style-type: none"> • <i>How many ways can you show me to play this instrument?</i> • <i>Can you tell me about the different sounds this instrument can make?</i> • <i>Can you show me how to play loudly / quietly?</i> • Tell me, how could I play this instrument to show that I am in a hurry / need to be quick? (slow, quiet, loud) • <i>Which instrument could I choose for xxx, e.g. Miss Polly had a Dolly?</i> 	<ul style="list-style-type: none"> • Can you show me how to keep a steady beat to xxx? • Which instrument would be the best to represent xxx part of the song / story? Why? • Which instrument could I use for xxx animal? (Carnival of the Animals)
Essential Vocabulary <i>italics = prior learning</i>	<i>loud, quiet, bang, tap, shake</i> <u>softly, beater, stick, speed</u>	<i>softly, beater, stick, speed</i> <u>beat, rhythm, in time, volume</u>
Listening with Concentration		
What will we explicitly teach:	<ul style="list-style-type: none"> • Listening to songs and sounds and talking about them • Listening to music and explaining what you can hear • Listening to environmental sounds and explaining the sounds you hear • How to listen to performances and express opinions about them (providing stem sentences e.g. I liked / enjoyed xxx because) • How to learn repeated refrains, songs and action songs through repetition 	<ul style="list-style-type: none"> • Listening to songs and sounds and talking about them using the Reception key vocabulary • Listening to music and explaining what you can hear using the Reception key vocabulary • Listening to environmental sounds and explaining the sounds you hear • How to listen to performances and express opinions about them (providing stem sentences e.g. I liked / enjoyed xxx because)

		<ul style="list-style-type: none"> How to learn repeated refrains, songs and action songs through repetition
	Nursery	Reception
What will pupils know and be able to do? <i>italics = prior learning</i>	<ul style="list-style-type: none"> Show interest in playing with and joining in with sounds, songs and rhymes Pay attention to sounds and music Join in with repeated refrains and anticipate key events and phrases in rhymes, songs and stories Begin to show interest in others' performances 	<ul style="list-style-type: none"> Listen with concentration to stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking Listen to others, e.g. when singing a short song / sharing opinions about music and performance
Prompting Questions for 'Thinking Hard'	<ul style="list-style-type: none"> Tell me, which sounds can you hear in our classroom / outside today? What is your favourite sound in our song / story today? What did you like about xxx performance? Why? What would you do to make that song better? Why? 	<ul style="list-style-type: none"> Listen to the music. What movement could we put to it and why? How should we move to this music? Tell me, how does this music make you think about xxx? Why?
Essential Vocabulary <i>italics = prior learning</i>	<i>sound, music, listen, hear</i> <i>(and simple words to describe sounds: bang, tap, shake, loud, quiet)</i> <u>repeat, join, together</u>	<i>repeat, join, together</i> <u>perform, action song, rhythm</u>
Experimenting with Sounds		
What will we explicitly teach:	<ul style="list-style-type: none"> How to make repeating patterns with sounds / tap out simple rhythms How to make different sounds with their voices e.g. wheeee, oooo, ssss, zzzz How to make sounds with everyday items, e.g. sticks on railings, wooden spoons on pans How to make sounds with different body parts How to make sounds with instruments and different parts of instruments How to choose different instruments for different songs / story sounds 	<ul style="list-style-type: none"> How to make repeating patterns with sounds / tap out simple rhythms How to make different sounds with their voices e.g. wheeee, oooo, ssss, zzzz How to make sounds with everyday items How to make sounds with different body parts How to make sounds with instruments and different parts of instrument How to choose different instruments for different songs / story sounds
	Nursery	Reception
What will pupils know and be able to do? <i>italics = prior learning</i>	<ul style="list-style-type: none"> Make rhythmical and repetitive sounds Experiment with voice sounds Explore the sounds things make in their environment, e.g. twigs on railings Experiment with different parts of their bodies and different parts of instruments to make different sounds Create sounds both on their own and with others linked to a specific stimulus 	<ul style="list-style-type: none"> Choose particular instruments / body parts and sounds for their own imaginative purposes Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds Tap out simple repeated rhythms
Prompting Questions for 'Thinking Hard'	<ul style="list-style-type: none"> Tell me, which sounds can you hear in our classroom / outside today? What different sounds can you make with the xxx on the xxx? Can you use your voice to make a sound like a xxx? Tell me, which body part would be best for xxx? Can you play the xxx and the xxx and tell me which one sounds more like the xxx? Let's look at this picture. Can you create sounds for the xxx? 	<ul style="list-style-type: none"> I wonder what would happen if we played the xxx and the xxx together? What shall we use to make the xxx sound? What rhythm can you hear? Can you tap / clap it back? Is there a pattern?
Essential Vocabulary <i>italics = prior learning</i>	<i>shake, tap, ring, bang, explore</i> <u>body parts, instruments</u>	<i>body parts, instruments</i> <u>repeated rhythm</u>
Response, Discussion and Evaluation		
What will we explicitly teach:	<ul style="list-style-type: none"> Active listening to a variety of music / performance, describing how it makes you feel How to move to music, changing movement with the music, e.g. from fast to slow, loud to quiet 	<ul style="list-style-type: none"> Active listening to a variety of music / performance, describing how it makes you feel

	<ul style="list-style-type: none"> Model how to respond to music using stem sentences, e.g. That made me feel.... Because... That was very loud.... It sounds like... Model expressing preferences... I like it when... I didn't like it because... How to create movement and actions to stories and music 	<ul style="list-style-type: none"> How to move to music, changing movement with the music, e.g. from fast to slow, loud to quiet, using appropriate hand actions e.g. to mark a change in volume Model how to respond to music using stem sentences, e.g. That made me feel.... Because... That was very loud.... It sounds like... Model expressing preferences... I like it when... I didn't like it because... How to create movement and actions to stories and music
	Nursery	Reception
What will pupils know and be able to do? <i>italics = prior learning</i>	<ul style="list-style-type: none"> <i>Begin to describe sounds and music imaginatively, e.g. scary music</i> <i>Respond emotionally and physically to music when it changes, using their bodies and facial expressions</i> Respond to what they have heard, expressing their thoughts and feelings with increasingly accurate vocabulary e.g. 'That was a very loud instrument' Express preferences about different types of music / performance Experiment and create movement in response to music, stories and ideas 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses Respond imaginatively to art works and objects, e.g. this music sounds like dinosaurs... Listen attentively, move to and talk about music, expressing their feelings and responses
Prompting Questions for 'Thinking Hard'	<ul style="list-style-type: none"> What does this music sound like? Why do you like this music? Show me how you feel about this music using your body / face Tell me, what are your feelings about this piece of music? Why? Which song / dance did you like best? Why? What movements could we use to show xxx in the music / story? 	<ul style="list-style-type: none"> Tell me, what did you think of that dance / performance / piece of music? What does this piece of music remind you of? Why? What did you notice? How could you make it better?
Essential Vocabulary <i>italics = prior learning</i>	<p><i>loud, quiet, scary, happy, fast, slow</i></p> <p><u>soft, dislike, create, feelings</u></p>	<p><i>soft, dislike, create, feelings</i></p> <p><u>performance, emotions, discuss</u></p>
Stories that could unlock the learning		
	Nursery	Reception
Additional Experiences	<ul style="list-style-type: none"> Daily 'transition' songs Wake Up Shake Up Sing songs daily from a range of genres Nursery Rhymes Singing and performing to our friends Call and response songs Play movement and listening games Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects and the lyrics of a song Learning to sing and sign songs supported by 'Singing Hands' Christmas sing-along - singing & performing Making and using musical instruments 	<ul style="list-style-type: none"> Daily 'transition' songs, e.g. making a sharing circle and getting ready for phonics Regular 'Hello ***, how are you?' welcome/greeting song Sing songs daily from a range of genres Nursery Rhymes Singing and performing to our friends Call and response songs (Doggie Doggie) Play movement and listening games (active listening, e.g. have you got your....) Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects and the lyrics of a song

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| | | <ul style="list-style-type: none">• Learning to sing and sign songs supported by 'Singing Hands' (i.e. sound shaping, matching pitch)• Harvest Assembly• Nativity Play - singing, dancing & performing• Singing Assembly (spring & summer terms)• Reception cohort assembly (spring or summer)• Making and using musical instruments |
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