

• Music: Reception

Development Matters 2021 Statement links:

- Understanding the World -Explore the natural world around them Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.
- Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses.-Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.
- Being Imaginative and Expressive: Sing a range of well-known nursery rhymes and songs. songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.

Sequence of learning:

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Exploring Sound</u>	<u>Nativity Songs</u>	<u>Music and Movement</u>	<u>Musical Stories</u>	<u>Big Band</u>	<u>Transport</u>
To explore using voices to make a variety of sounds.	To listen to our nativity songs	To understand why songs have actions; to learn some simple Makaton signs to accompany a song.	To listen to the lyrics and Melody 'Teddy Bears picnic' by John Walter Bratton; recall parts of the story; move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; to talk about how a piece of music makes you feel.	To discuss what makes a musical instrument; to use recyclable materials to create a simple representation of a musical instrument.	To explore creating sounds effects.
To explore how to use our bodies to make sounds	To begin to learn the words to our nativity songs	To explore beat through body movement; to express feelings and emotions through movement in music.	To use actions to retell a piece of music; to sing and perform a group song.	To learn what an orchestra is; to learn about the four different groups of musical instruments.	To explore making sounds at different speeds.
To explore the sounds of different instruments.	To begin to learn the actions to our nativity songs	To explore beat through body movement; to express feelings and	To learn how instruments can represent a certain mood, character or action; to	To copy and follow a beat; to follow a beat using an untuned instrument.	To explore moving to different tempos.

		emotions through movement in music.	experiment with the sounds of different instruments.		
To identify sounds in the environment and differentiate between them.	To practise performing our nativity songs	To explore pitch and tempo through scarf dancing and body movement; to express feelings and emotions through movement to music.	To create a musical story based upon a familiar routine; to use instruments to represent moods or actions; to play an instrument as part of a group story.	To experiment with playing tuned and untuned instruments; to play in time with familiar songs.	To interpret symbols to show a change in speeds.
To use voices to imitate nature sounds.	To perform our nativity songs to an audience	To perform actions songs to a small audience.	To create a musical story based upon a familiar routine; to use instruments to represent moods or actions; to play an instrument as part of a group story and perform as a group.	To choose appropriate instruments to represent different parts of a song; to perform a practised song to a small audience.	To interpret a simple score to show tempo changes.

Key vocabulary:

voice	instrument	sounds	symbol
tempo	pitch	score	perform