

Music (Expressive arts and Design)



Intent

We will provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through exposure to diverse musical experiences and styles children will be confident, reflective musicians.

<p>Aspiration</p> <p>Music person or group to demonstrate musical genres and styles</p>	<p>Partnership with parents</p> <p>To join us in musical performances.</p>	<p>Inspiration / cultural enrichment</p> <p>Watch various musical theatre performances.</p>
<p>The big picture</p> <p>Throughout the Early Years children will be introduced to musical sounds as well as songs and rhymes. They will have opportunity to discriminate between sounds heard in the environment as well as instrumental sounds. Children will be immersed in different styles of music and will watch and take part in different styles of dance.</p>	<p>Development Matters Links</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings 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. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas</p> <p>Reception / ELG</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, 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.</p>	<p>N C Links</p> <ul style="list-style-type: none"> • 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
<p>Topic Specific Vocabulary</p> <p>Sound, music, instrument, sing, song, listen, hear, quiet, loud, soft, hard, fast, slow, rhythm, rhyme, beat, pattern, plan, choose, change, common instrument names, common instrument features.</p>	<p>Knowledge / skills</p> <p>have a repertoire of songs Sings to self and makes up simple songs Enjoys exploring the sounds of different instruments Likes to join in with dancing and moving to music Begins to move rhythmically Explores how sounds can be changed Uses voice and movement as a form of expression Thinks of new combinations of movement Demonstrates own ideas through use of instruments Pretends other objects are instruments Shows high levels of interest in familiar song</p>	<p>Endpoints</p> <p>Can sing and use their voices individually and in a group Create and compose music on their own and with others Use technology appropriately when composing Have opportunities to learn a musical instrument Understand and explore how music is created, produced and communicated Listen to, review and evaluate the work of great composers and musicians from arang eof periods, genres, styles and traditions. Use and understand musical language and include musical features in their own work Make judgements about the quality of music Have opportunities to play a wide variety of instruments Have different opportunities to take part in performances</p>
<p>Indoor Environment / Continuous Provision</p> <p>Children will have lots of opportunity to explore and investigate different musical instruments from around the world. Different genres of music played throughout session. Daily songs and rhymes.</p>	<p>Outdoor Environment / Continuous Provision</p> <p>Children will be able to use instruments to create dances and movements on the stage. Portable music player</p>	