

## Music (Expressive Arts and Design)



### Intent

To unlock every child's imagination and creativity and develop their knowledge and skills to use a range of media, instruments and vocal technique to express themselves. Children will explore different styles, sounds and musicians to creating their own interpretations.

<p><b>Aspiration</b></p> <p>To have a local musician to visit children and demonstrate a range of styles and techniques.</p>	<p><b>Partnership with parents</b></p> <p>Parents are invited into performances throughout the school year. They are encouraged to support their children with home projects linked to the class text and rhymes.</p>	<p><b>Inspiration / cultural enrichment</b></p> <p>Children will be introduced to many musical artists and composers. They will draw inspiration from these and expand their own experience of music and appreciate the process of creating music effects. They will encounter such musicians as The Beatles, Tchaikovsky, Sam Ryder, Mozart, Niki Davies and Howard Blake.</p>
<p><b>The big picture</b></p> <p>Throughout the Early Years children will be exposed to a range of musical forms. They will have experienced different forms such as sonata, ballet, pop, ternary and other musical structures. They will develop and deepen their understanding of how music expresses and evokes emotions. Children will be exposed to great musical works in a variety of genres and encouraged to talk about what they hear, how it makes them feel and how they could use ideas in their own representations. This will prepare them for future learning about the musical artists and composers and their styles in key stage 1 and beyond.</p>	<p><b>Development Matters Links</b></p> <p><u>3/4</u> 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><b>Reception / ELG</b></p> <p>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</p>	<p><b>N C Links</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high- quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p><b>Topic Specific Vocabulary</b></p> <p>Music, instrument, tambourine, glockenspiel, drum, shaker, maracas, wood blocks, hand bells, castanets, chime bars, Triangles, Claves, wooden bead shaker, rainsticks Song, sing, sound, loud, soft, quiet, high, low, performance, pitch, melody, dance, time, beat,</p>	<p><b>Knowledge / skills</b></p> <p>Children to make sounds with a range of instruments using the correct techniques. Children decide what they want to represent and which instruments or vocal effects to use. Sing and play accurately expressing feelings and ideas They refine and improve their musical ideas, practising correct instrumental techniques articulating their process.</p>	<p><b>Endpoints</b></p> <p>Play and sing with increasing accuracy and detail, to express their ideas and feelings. Choose appropriate vocal techniques and instruments to represent their ideas. Work collaboratively, refining and adapting their ideas. Look at the work of musicians and talk about what they see and hear and how it makes them feel.</p>
<p><b>Indoor Environment / Continuous Provision</b></p> <p>Children have continuous access to the music area. They use this independently, choosing their own instruments. This area is well stocked and will have additional resources depending on the theme/their interests/the season. It will display key vocabulary and photos of instruments being played. However, they will be encouraged to be creative not exclusively in this area but in all other areas using a range of items.</p>		<p><b>Outdoor Environment / Continuous Provision</b></p> <p>Children will be encouraged to express their feelings and emotions on a larger scale using a range of musical items and everyday objects. Children to perform on an appropriate scale using appropriate vocal and instrumental techniques.</p>