

|                                                       | Autumn 1                                                                                                           | Autumn 2                                                                                                                                                                                        | Spring 1                            | Spring 2                      | Summer 1                   | Summer 2          |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------|----------------------------|-------------------|
| Phonics<br>(linked activities)                        |                                                                                                                    | Instrumental Sounds                                                                                                                                                                             | Body Percussion<br>Rhythm and Rhyme | Alliteration and Voice Sounds |                            |                   |
| Music Focus<br>(for small group teacher-led sessions) | Singing Focus<br>(Introduce singing songs and nursery rhymes. These activities will continue throughout the year.) | Explore Instruments<br>(including percussion, video/ audio recordings of musical instruments not in school, all resources with sound making possibilities such as pots and pans, wooden spoons) | Body Percussion and Rhythm.         | Voice Sounds: pitch, volume,  | Ring Games and Dance Focus | Composition Focus |

|                      | Hearing and Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Vocalising and Singing          | Moving and Dancing                             | Exploring and Playing                                                                                                                    |
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| Continuous Provision | Music for Genre of the week played and listened to.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Daily songs and nursery rhymes. | Music recordings used during free-choice time. | Sound making resources available.<br><br>Flash cards made available for children to use to help them to make up music or conduct others. |
| Vocabulary           | <b>Pulse/beat:</b> like a heartbeat, a steady beat underlying the music<br><b>Rhythm:</b> pattern of sound<br><b>Pitch:</b> high sounds, low sounds<br><b>Structure:</b> how a piece of music/song is built up, eg verse-chorus-verse-chorus<br><b>Dynamics:</b> loud, quiet, getting louder, getting quieter<br><b>Timbre:</b> the character of a sound, eg smooth sound, spikey sound, scratchy sound<br><b>Texture:</b> layers in the music, eg one sound or several sounds<br><b>Tempo:</b> speed<br><b>Melodic shape:</b> this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the <b>melody</b> suddenly jumps to a much higher sound, or that goes down slowly when the <b>melody</b> gently falls. This "line" gives the <b>contour</b> or <b>shape</b><br><b>Names of percussion instruments</b> |                                 |                                                |                                                                                                                                          |

|                            | <b>Statements from Development Matters 2021</b>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Communication and Language | Sing a large repertoire of songs.                                                                                                                                                                                                                                                  | Consider which core books, songs and rhymes you want children to become familiar with and grow to love.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Physical Development       | Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.                                                                                                                                                                | Model the vocabulary of movement and encourage children to use it. Also model the vocabulary of instruction - 'follow', 'lead', 'copy' - and encourage children to use it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Expressive Arts and Design | Listen with increased attention to sounds.<br><br>Respond to what they have heard, expressing their thoughts and feelings.                                                                                                                                                         | Help children to develop their listening skills through a range of active listening activities.<br><br>Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.<br><br>Play, share and perform a wide variety of music and songs from different cultures and historical periods.<br><br>Play sound-matching games.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                            | Remember and sing entire songs.<br><br>Sing the pitch of a tone sung by another person ('pitch match').<br><br>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.<br><br>Create their own songs or improvise a song around one they know. | When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.<br><br>Sing slowly, so that children clearly hear the words and the melody of the song.<br><br>Use songs with and without words - children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.<br><br>Clap or tap to the pulse of songs or music and encourage children to do this. |
|                            | Play instruments with increasing control to express their feelings and ideas.                                                                                                                                                                                                      | Offer children a wide range of different instruments, from a range of cultures.<br><br>This might also include electronic keyboards and musical apps on tablets.<br><br>Encourage children to experiment with different ways of playing instruments.<br><br>Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.                                                                                                                                                                                                                                                                                                                                                |