

Musical Development Matters Areas of Learning	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
Characteristics of Effective Learning and ELG Statements.	to explore and learns how sounds can be changed. EMM (30-50) eg:by banging, tapping, shaking, or blowing and be able to describe what they hear.	Enjoys joining in with dancing and ring games. EMM(30-50) Sings to self and makes up simple songs. BI (30-50)	Beginning to move rhythmically. EMM(30-50) Imitates movement in response to music. EMM(30-50) Creates movement in response to music. BI(30-50)	Taps out simple repeated rhythms. EMM (30-50) Makes up rhythms. BI(30-50)
	Explores the different sounds of instruments. EMM (40-60)	Begins to build a repertoire of songs and dances. EMM (40-60)		
	to use music as a form of expression. EMM (ELG) BI (ELG)			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Focus (for whole class or small group sessions)	Musical Instruments and how sounds change.	Singing Nativity Songs	Peter and the Wolf- instrument families.	Nursery Rhymes and Singing Games	Composing simple songs and rhythms.	End of year Performance songs. Learn and perform songs for an end of Year performance. This may include a current popular song, a song in a foreign language or a song in two parts.
	Look at real musical instruments. Compare the sounds made by small and large instruments.		An introduction to listening to different instruments in a piece of music. Introduction to instrument families: Woodwind Brass Strings Percussion		Carnival of the Animals:- Listen to and compare:- Tortoises Aquarium	

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