

MUSIC

EYFS ELG

ELG Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

| | Year R | Year 1 | Year 2 |
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| Singing | <ul style="list-style-type: none"> - Listen to and begin to join in with simple nursery rhymes and songs. (e.g. Twinkle twinkl, Incy wincy, Wind the bobbin up, Old Mac, The farmers in the dell, Dingle Dangle scarecrow, Baa baa black sheep, Mary had a little lamb, Little bo peep, I went to the cabbage patch one day, Please don't squash me, Under the sea, 5 little fished, once I caught a fish alive) - Sing in a group or on their own, increasing matching pitch and following the melody. - Learn and sing songs for 'Special Occasions'. (e.g. Harvest songs, Nativity performance/Christmas songs) | <ul style="list-style-type: none"> - Join in with group singing, building a repertoire of songs. (e.g. Various warm up songs, Our sound puzzle, Southampton song, We're going this way, that way, over the Irish sea, What shall we do with a grumpy sailor (with signing), In the toy shop, What's in the toy shop, London's burning) - Use chants and rhymes to build rhythmic capability. (e.g. down at the docks, saint Mary's stadium, Marwell Zoo) | <ul style="list-style-type: none"> - Sing unison songs with control and simple rounds with an awareness of how the part should fit. (e.g. songs from the Victorian music hall, What a wonderful world (with signing), Those magnificent men in their flying machines) - Sing with increasing awareness of pitch, demonstrating the shape of the melody. |
| Vocabulary | Melody, solo, choir, rhyme, pitch (high/low), listen, sing. | Pitch, expression, melody, choir, together, listening, chant, rhyme, rhythm. | Pitch, melody, choir, together, listening, expression, accuracy, clear diction, rounds, parts. |
| Sticky knowledge | All children will: <ul style="list-style-type: none"> - Know some simple nursery rhymes. - Know how to sing a melody. | All children will: <ul style="list-style-type: none"> - Know how to join in with warm up songs, using actions. - Know how to use expression when singing. - Know how to use words to create a rhythm sentence. | All children will: <ul style="list-style-type: none"> - Know how to sing in a round. - Know the shape of a melody and sing with awareness of this using the acronym ACE accurate, clear and expressive singing. |

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| Percussion | <ul style="list-style-type: none"> - Explore simple percussion – things to hit and shake (e.g. Make a rain shaker, explore boomwhackers) - Using vocab cards to develop their skills. | <ul style="list-style-type: none"> - Experiment with body percussion. - Explore long and short sounds (duration). - Beat untuned percussion at varying speeds (tempo) - Experiment with tuned and untuned percussion to create a soundscape. | <ul style="list-style-type: none"> - Explore long and short sounds on percussion instruments. - Vary and select a dynamic while playing tuned and untuned percussion instruments. - Explore pitch on glockenspiels. - Create a soundscape selecting an appropriate sound, dynamic, pitch and duration. |
| Vocabulary | Percussion, fast, slow, loud, quiet, long, short, pitch (low-high). | Percussion, body percussion, long, short, duration, tempo, fast slow, lento, adagio, soundscape, texture, dynamics, forte, piano, tuned, untuned. | Percussion, Glockenspiel, drums, guiro, scraper, claves, tambourine, maracas, shakers, tempo, presto, lento, dynamics, forte, piano, duration, long, short, crotchet, quavers, tuned, untuned, pitch, high, low. |
| Sticky Knowledge | All children will: <ul style="list-style-type: none"> - Know how to hit or shake an instrument. - Be able to play an instrument with varying pitch, duration and tempo. | All children will: <ul style="list-style-type: none"> - Know how to use their body to make a sound. - Know how to use an instrument to make a long or short sound. - Know how to play a fast or slow beat. | All children will: <ul style="list-style-type: none"> - Know how to use percussion instruments in an appropriate way to create a fitting sound. - Know how to use pitch on a glockenspiel. - Know how to play an appropriate dynamic for a setting. |



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| Composition and Improvisation | - Create and choose sounds to match a stimulus. | - Create and choose sounds in response to given starting points. - Create simple representations and short pieces using tuned and untuned percussion. - Use simple symbols to represent sounds. - Experiment with tuned and untuned instruments-using 2/3 notes. | - Create short sequences of sound in response to given starting points. - Create simple soundscapes for intended effect. - Use simple symbols to represent sounds. - Experiment with tuned and untuned instruments, improvising with a theme in mind-using 4/5 notes. |
| Vocabulary | Compose, quiet, loud, hard, soft. | Compose, improvise, duration, tempo, pattern, note names, make up, free, pulse, graphic notation, glockenspiel, percussion, tuned, untuned, symbol. | Compose, improvise, duration, dynamics, tempo, note names, pulse, crotchets (fly), quavers (spiders), graphic notation, glockenspiel, percussion, symbol, tuned, untuned. |
| Sticky Knowledge | All children will: - Know how to express themselves with an instrument. - Know that sounds created by an object can be different. | All children will: - Know how to write simple symbols to represent sounds. - Know how to improvise using a set of notes. | All children will: - Know how to use symbols to represent sounds, including musical notation. - Know how to improvise using a set of notes. |

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| Listening and Understanding | - Echo heard songs. - Recognise some key instruments. (e.g. trumpet, piano, drums etc.) | - Listens to a range of live and recorded pieces, identifying key instruments. - Identify changes in music and respond with movement. - Listens to own performances providing simple constructive comments. - Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact. | - Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself. - Listens to their own compositions and that of others and suggests improvements. - Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact. |
| Vocabulary | Instruments, brass, woodwind, percussion, strings, (<i>Particular instrument names</i>) | Instrument names, e.g. violin, trumpet, clarinet etc... instrument families, e.g. brass, woodwind etc... tempo, dynamics, pitch, expression, sad, happy, fast, slow. | Instrument names, e.g. violin, trumpet, clarinet etc... instrument families, e.g. brass, woodwind etc... tempo, dynamics, pitch, expression, sad, happy, fast, slow, |
| Sticky Knowledge | All children will: - Know how to 'call and copy' when singing. - Know a few instrument names. | All children will: - Know some instrument names and maybe which family they are in. - Know if a piece of music sounds sad or happy. | All children will: - Know a lot of instrument names and how they are in family groups. - Know how to recognise musical elements within a piece, e.g. dynamic changes, tempo changes etc... - Know how to comment using musical words |