

Nursery

Music through play: Strands of Learning	Pulse	<ul style="list-style-type: none"> • Can keep a steady beat by clapping/tapping the pulse of a simple song, with specific actions • Can use handheld instruments (for example: egg shakers, tambourines, maracas, Agogô) to play along to songs, whilst exploring tempo (for example: a faster pulse Vs slower pulse). • As the year progresses, children can use a larger instrument (djembe drum) to create a beat for a song that explores tempo
	Pitch	<ul style="list-style-type: none"> • Can start to develop their ability to sing the melody of a song with facilitator. • As the year progresses, children can begin to sing the melody of familiar songs confidently, with less support from facilitator. • Can develop the understanding that even if lyrics are changed, the melody can be the same.
	Rhythm	<ul style="list-style-type: none"> • Can clap a rhythm back (a simple 'copycat') to introduce concept of crotchets and quavers.
	Singing	<ul style="list-style-type: none"> • Can begin to participate in our repertoire, as a whole class. • Can begin to understand dynamics and use their voice to explore this. • Can learn lyrics to repertoire through the scaffolding method (using the lycra to demonstrate and 'copycat' lyrics). • Can develop confidence in call and response.
	Listening	<ul style="list-style-type: none"> • Can follow instructions to play their instruments with a specific stop instruction, or to move/dance with specific stop instruction. • Can recognize 'singing instructions'. • Can explore the contrasting sounds belonging to different instruments.
	Contribution	<ul style="list-style-type: none"> • Can contribute their own ideas to the session, suggesting actions that we can add, or additional elements to an existing song/rhyme. • Can contribute by suggesting a favourite song to start/ end the session or during instruments section so we can make a class 'band'! • Can contribute by choosing an animal out of the bag, and deciding what sound the animal makes, what the animal likes to do etc.

	Movement	<ul style="list-style-type: none"> • Can move in time with a pulse. • Can copy and create actions to songs and rhymes. • Can develop fine motor movements with songs and rhymes. • Can use sensory materials to move
	Vocabulary	<ul style="list-style-type: none"> • Beat • Types of voice: <ul style="list-style-type: none"> ○ singing, talking, whispering, • Instrument names, <ul style="list-style-type: none"> ○ Slowly, quickly, loudly, softly • Types of movement: <ul style="list-style-type: none"> ○ walking, stomping, stretching, wiggling, jumping, cuddling. • ‘Band’- understanding that music is very community based, bringing a sense of togetherness. Being aware of others and how their instruments sound with, and in comparison, to, their own instrument.
	Key Teaching Materials	<p>Many props are used in the sessions. These include, but are not limited to:</p> <ul style="list-style-type: none"> • Ukulele • djembe drum, bells, maracas • lycra, scrunchie, scarves • cuddly animals, puppets

Reception

Music through play: Strands of Learning	Pulse	<ul style="list-style-type: none"> • Can find and express the pulse of a piece of music. • Can move in time with the pulse of a song or rhyme. • Can maintain a steady pulse to accompany a rhyme or song. • Can understand the relationship between pulse and our heartbeats. • Can recognise that rhythmic values fit on top of the pulse. • Most children can maintain a pulse independently as we put sections of songs or rhymes into our thinking voices. • Can react to tempo changes and understand that sometimes music is slow, fast or in the middle. • Most children can pass an object around the group circle and pass a ball with a partner in time with the pulse of a song or rhyme.
	Pitch	<ul style="list-style-type: none"> • Can understand the concept of 'high' and 'low' in relation to pitch and are able to recognise changes in pitch in these terms. • Most children can accurately match pitches within their vocal range. • Repertoire will focus on consolidating pitches from terms 1 and 2 within the major pentatonic scale. • Developing ways of representing pitch (e.g., actions, hand signs, two-line stave).
	Rhythm	<ul style="list-style-type: none"> • Can fit ta and ti rhythms to a pulse. • Using standard notation, children can read, recognise, and perform simple rhythms in 4/4 with combinations of crotchets, pairs of quavers and crotchet rests (using ta, ti ti and shh terminology). • Some children can independently work out the rhythm of a song or rhyme, linking 'ta' to one syllable per beat and 'ti ti' to two syllables per beat. Most children can do this with some guidance and prompting. • Most children can transfer rhythm names and values to instruments. • Most children can identify which rhythm they are hearing from a choice of notation options with some prompting. Some children can do this independently.
	Singing	<ul style="list-style-type: none"> • Can confidently participate in our repertoire, as a whole class and in small groups. • Most children will confidently sing solo lines. • Can differentiate between singing, speaking, whispering, and thinking voices. • Can control loud and soft singing voices and know that these are not the same as shouting or whispering voices.

	Listening	<ul style="list-style-type: none"> • Can recognise our musical instructions by pitch. • Can copy short rhythms and melodies/sol fa patterns. • Can identify simple Kodàly rhythms upon hearing them. • Most children will be able to identify simple sol fa relationships upon hearing pitches (e.g. so-mi). • Can recognise our instrument
	Contribution	<ul style="list-style-type: none"> • Children contribute their own ideas to the session, suggesting different ways we can sing songs or say rhymes, suggesting actions that we can add, or additional elements to an existing song/rhyme (e.g. food types in the pot, or new animals to an existing set). • When confident with a particular activity, some children will lead the group. • Writing rhythms
	Movement	<ul style="list-style-type: none"> • Can move in time with a pulse and with note values (in various ways, but examples include walking, striding, tiptoeing, clapping, nodding, swaying, and tapping knees). • Can walk in a circle as a group, developing spatial awareness. • Can represent pitch with body movements. • Can copy and create actions to songs and rhymes. • Can develop fine motor movements/finger dexterity with songs and rhymes (e.g. counting songs, or fingers representing characters). • Can develop anticipation and spatial awareness
	Vocabulary	<ul style="list-style-type: none"> • Beat, Rhythm, Ta, ti ti, shh, Sol fa names, Solo. • Types of voice: singing, talking, whispering, thinking • Connecting Zones of Regulation colours to emotions within our repertoire.
	Key Teaching Materials	<ul style="list-style-type: none"> • Singing Games and Rhymes for Early Years, Lucinda Geoghegan • Singing Games and Rhymes for Early Years 2, Lucinda Geoghegan • Singing Games and Rhymes for Tiny Tots, Lucinda Geoghegan • Some materials from the Singing Rascals