

Music			
Topic	Transport	Year	EYFS
<p><b><u>EYFS Objectives-Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b><u>EYFS Objective-Personal, Social and Emotional:</u></b></p> <ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> </ul> <p><b><u>Early Learning Goal-Being Imaginative and Expressive:</u></b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and- when appropriate – try to move in time with music.</li> </ul> <p>• <b><u>Kapow Exploring Sound-specific objectives of the unit:</u></b></p> <ul style="list-style-type: none"> <li>• To explore creating sound effects.</li> <li>• To explore making sounds at different speeds.</li> <li>• To explore moving to different tempos.</li> <li>• To interpret symbols to show a change in speed.</li> <li>• To interpret a simple score to show tempo changes.</li> </ul>			
Prior Learning		Future Learning	
<p>Nursery</p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> </ul>		<p>Year One</p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Recognising and understanding the difference between pulse and rhythm.</li> <li>• Understanding that different types of sounds are called timbres.</li> <li>• Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>• Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music (like/dislike).</li> <li>• Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group</li> </ul> <p>Composing</p>	

	<ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Creating simple melodies using a few notes.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>• Using their voices expressively to speak and chant.</li> <li>• Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>• Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>• Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> </ul>
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Key knowledge	Key skills	Possible Sources of Evidence
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<ul style="list-style-type: none"> <li>• To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).</li> <li>• To know that the beat is the steady pulse of a song.</li> <li>• To recognise music that is 'fast' or 'slow.'</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</li> <li>• Exploring lyrics by suggesting appropriate actions.</li> <li>• Listening to and following a beat using body percussion and instruments</li> <li>• Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>• Listening to and repeating simple lyrics.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• Experimenting with body percussion and vocal sounds to respond to music.</li> <li>• Experimenting with playing instruments in different ways</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Remembering and maintaining their role within a group performance</li> <li>• Moving to music with instruction to perform actions</li> <li>• Participating in performances to a small audience</li> <li>• Stopping and starting playing at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Video</li> <li>• Dance or physical movement</li> <li>• Completion of matching activity</li> <li>• Mimicing and copying correctly</li> <li>• Independent repetition of rhythms</li> <li>• Independent creation of rhythms.</li> <li>• Performance</li> </ul>
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**What pupils need to know to be secure**

Children at the expected level of development will:

**ELG – Listening and attention**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

**ELG – being imaginative and expressive**

Perform songs, rhymes, poems and stories with other and when appropriate - try to move in time with the music.

**Characteristics of Effective Learning – Playing and Exploring and Active Learning.**

Children in reception will be learning to: Sing in a group or on their own, increasingly matching the pitch and following the melody.

**Key Vocabulary**

Beat, boat, car, cruise, fast, faster, journey, rowing, score, slow, slower, speed, stopping, symbols, train, water