

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.	Shows an interest in the way musical instruments sound. (EMM 22-36)	Joins in singing favourite songs. EMM(22-36)		Creates sounds by banging, shaking, tapping or blowing. EMM (22-36)
	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)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics (linked activities)		Instrumental Sounds	Body Percussion Rhythm and Rhyme	Alliteration and Voice Sounds		
Music Focus (for small group teacher-led sessions)	Singing Focus (Introduce singing songs and nursery rhymes. These activities will continue throughout the year.)	Explore Instruments (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

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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. Flash cards made available for children to use to help them to make up music or conduct others.
Vocabulary	Pulse/beat: like a heartbeat, a steady beat underlying the music Rhythm: pattern of sound Pitch: high sounds, low sounds Structure: how a piece of music/song is built up, eg verse-chorus-verse-chorus Dynamics: loud, quiet, getting louder, getting quieter Timbre: the character of a sound, eg smooth sound, spikey sound, scratchy sound Texture: layers in the music, eg one sound or several sounds Tempo: speed 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 Names of percussion instruments			