

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Music Focus (for whole class or small group sessions)</p>	<p>Musical Instruments and how sounds change.</p>	<p>Singing Nativity Songs</p>	<p>Peter and the Wolf- instrument families.</p>	<p>Nursery Rhymes and Singing Games</p>	<p>Composing simple songs and rhythms.</p>	<p>End of year Performance songs.</p> <p>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.</p>
	<p>Look at real musical instruments. Compare the sounds made by small and large instruments.</p>		<p>An introduction to listening to different instruments in a piece of music.</p> <p>Introduction to instrument families: Woodwind Brass Strings Percussion</p>		<p>Carnival of the Animals:- Listen to and compare:- Tortoises Aquarium</p>	

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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.	Sound making resources available. Flash cards made available for children to use to help them to make up music or conduct others.
Vocabulary	<p>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</p> <p>Names of percussion instruments Names of Instrument families and some instruments within these.</p>			