

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Focus (for whole class or small group sessions)	Musical Instruments and how sounds change.	Singing Nativity Performance Songs	Peter and the Wolf- instrument families.	Nursery Rhymes and Singing Games Understanding pictorial symbols to represent simple rhythms.	Composing simple songs and rhythms.	Singing
	Look at real musical instruments. Compare the sounds made by small and large instruments.		An introduction to listening to different instruments in a piece of music. Introduction to instrument families: Woodwind Brass Strings Percussion		Carnival of the Animals:- Listen to and compare:- Tortoises Aquarium	This may include learning: *a current popular song, *a song in a foreign language *a song in two parts, *Whole School Songs, *Songs linked with other Curriculum areas.

	Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
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	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 Names of Instrument families and some instruments within these.			

ELG	Expressive Arts and Design Being imaginative and Expressive	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.
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	Statements from Development Matters 2021	
Communication and Language	Understand how to listen carefully and why listening is important.	Promote and model active listening skills:
	Learn new vocabulary.	Identify new vocabulary before planning activities, for example in music: 'percussion', 'tambourine'. Bring in objects, pictures and photographs to talk about.
	Listen carefully to rhymes and songs, paying attention to how they sound.	Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.
	Learn rhymes, poems and songs.	Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once - upon - a - time."
Physical Development	Combine different movements with ease and fluency.	Encourage precision and accuracy when beginning and ending movements.

	Statements from Development Matters 2021	
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills	Provide opportunities to work together to develop and realise creative ideas. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.
	Listen attentively, move to and talk about music, expressing their feelings and responses.	Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.
	Watch and talk about dance and performance art, expressing their feelings and responses.	Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play.
	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song.
	Explore and engage in music making and dance, performing solo or in groups.	Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to create their own music. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.