

Cavendish Close Infant and Nursery School

A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning

Subject area: Music

End of Early Years Foundation Stage expectation		National Curriculum End of Key Stage 1 expectation	
<p>EXPRESSIVE ARTS and DESIGN: Exploring and using media and materials ELG – Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>EXPRESSIVE ARTS AND DESIGN: Being imaginative ELG – Children represent their own ideas, thoughts and feelings through music.</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use their voice expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) 	
<u>EYFS 1 (30-50 months)</u>	<u>EYFS 2 (40-60 months)</u>	<u>Year 1</u>	<u>Year 2</u>
<ul style="list-style-type: none"> • <u>Exploring and using media and materials</u> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • <u>Being Imaginative</u> • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> • <u>Exploring and using media and materials</u> • Sings a few familiar songs. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • <u>Being Imaginative</u> • Initiates combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> • <u>Listening and responding</u> • Listens to a range of live and recorded music. • Beginning to recognise a change in tempo, duration, dynamics and pitch when listening to a piece of music. • Says whether they like or dislike a piece of music. • Responds to different moods in music. • <u>Performance</u> • Takes an active part in singing. • Takes an active part in class and school productions performing to an audience. • Uses their voice to speak, sing and chant. • Claps short rhythmic patterns. • Repeats short rhythmic and melodic patterns. • Uses percussion instruments to perform. • Makes different sounds with voice and instruments. 	<ul style="list-style-type: none"> • <u>Listening and responding</u> • Listens to a range of live and recorded music with concentration. • Recognises changes in tempo, duration, dynamics, pitch, timbre, texture and structure when listening to a piece of music. • Says whether they like or dislike a piece of music and begins to give simple reasons. • Beginning to suggest how to improve their own work. • <u>Performance</u> • Takes an active part in singing, accurately following a melody. • Takes an active part in class and school productions performing to an audience with confidence. • Performs simple patterns and accompaniments keeping a steady pulse. • Plays simple rhythmic patterns on an instrument. • Sings or claps increasing and decreasing tempo.

			<ul style="list-style-type: none"> • Follows instructions about when to sing or play an instrument. • <u>Composition</u> • Makes a sequence of sounds. • Chooses sounds to represent different things. • <u>Notation</u> • Beginning to use pictures and symbols to represent sounds. 	<ul style="list-style-type: none"> • Makes and controls long and short sounds using voice and instruments. • Follows instructions on how and when to sing or play an instrument. • Imitates changes in pitch. • <u>Composition</u> • Creates a mixture of different sounds (long and short, high and low, loud and quiet) • Chooses sounds to create an effect. • Orders sounds to create a beginning, middle and end. • Creates short musical patterns. • Creates short rhythmic phrases. • Creates music in response to different starting points. • <u>Notation</u> • Uses symbols to represent sounds. • Makes connections between notations and musical sounds.
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Key vocabulary

<u>EYFS</u>	<u>Key Stage 1</u>
<p>Children should be familiar with the following musical words so that they understand them and as and where appropriate introduced to the specific musical terms in brackets.</p> <p>Loud/quiet (dynamics) Fast/slow (tempo) High/low (pitch) Long/short (duration) Beat (rhythm) Sound quality (timbre) Musical plan (structure) Number of sounds (texture) Silence Tune Melody Symbols Compose</p> <p>Please make sure that the children are introduced to the correct musical names for instruments that they use in school.</p>	<p>Year 1: Children should be explicitly taught the following musical terms so that they understand them in simple terms. Year 2: Children should be explicitly taught the following musical terms so that they can understand and use them in simply.</p> <p>Dynamics (loud/quiet) Tempo (fast/slow) Pitch (high/low) Duration (long/short) Rhythm (beat of the music, pattern of long/short sounds) Timbre (sound quality) Structure (musical plan) Texture (number of sounds) Silence Tune Melody Sequence Pattern Compose/Composition Accompaniment Conductor Solo Unison Round Echo Acapella Beat Pulse (Y2) Symbols (Graphic) notation (Y2)</p> <p>Please make sure that the children are introduced to the correct musical names for instruments that they use in school.</p>