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|  | **CD – Music** | | | | | | | | |
|  | **Development Matters (Music document)** | | | | | | | | |
|  | 1. Can identify and match an instrumental sound 2. Many influences may encourage children to associate music with ‘types’ of people and places eg stereotypes such as rock music with bikers. They may feel pressure to like/dislike certain genres of music 3. Matches music to pictures/visuals 4. Describes the sound of instruments eg scratchy sound, soft sound 5. Creates visual representations of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. 6. Creates his or her own songs, often with a real sense of structure, eg a beginning and an end. 7. Can often sing an entire song 8. Merges elements of familiar songs with improvised singing. 9. Creates sounds in vocal sound games. 10. Changes some or all the words of a song. 11. Has strong preferences of songs he or she likes to sing and/or listen to. 12. Claps or taps the pulse of the music he or she is listening to 13. Claps or taps to the pulse of the song he or she is singing 14. Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone 15. Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar. 16. Adds sound effects to stories using instruments 17. Leads or is led by children in their music making, ie being a conductor 18. Listens and responds to others in pair/group music making. 19. Operates equipment such as CD players 20. Plays instruments with control to play loud/quiet (dynamics) fast/slow (tempo) 21. Shows control to hold and play instruments to produce a musical sound 22. Thinks abstractly about music and expresses this physically or verbally, eg ‘This music sounds like floating on a boat’, This music sounds like dinosaurs. 23. Distinguishes and describes changes in music, eg “this music started fast and then became slow” “This music was spiky and that music was smooth”. 24. Associates genres of music with characters and stories. 25. Accurately anticipates changes in music, eg when music is going to get faster, louder, slower. 26. Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. 27. Able to sing the melodic shape ) moving melody, eg up and down, down and up) of familiar songs. 28. Sings entire songs 29. May enjoy performing, solo and or in groups 30. Internalises music, eg sings songs inside his or her head. 31. Moves to the sound of instruments eg walks, jumps, hops to the beating drum 32. Combines moving, singing and playing instruments, eg marching, tapping drum whilst singing. . 33. Moves in time to the pulse of the music being listened to and physically responds to changes in music 34. Replicates familiar choreographed dances 35. Choreographs his or her own dances to familiar music, individually, in pairs/small groups. 36. Creates music based on a theme eg creates the sound of the seaside 37. Finds and record sounds using a recording devise 38. Plays instruments (including imaginary ones) 39. Keeps a steady beat whilst playing 40. Taps rhythms to accompany words eg tapping syllables of names/objects/lyrics of a song 41. Creates rhythms using instruments/body percussion 42. May play along to the beat of the song they are singing or music being listened to 43. May play along with the rhythm of the music eg. May play along with the lyrics in songs they are singing or listened to.   **Early Years pupils will have a wide repertoire of songs and rhymes that they know off by heart. They will be able to name some musical instruments and describe different types of music. They can listen carefully to sounds and music and move in response to it. They can join in clapping and tapping to music.** | | | | | | | | |
|  | **Knowledge** | | | | | | | **Skills** | |
|  | Develop the children’s musical memory  Develops an awareness of pitch- the precise highness or lowness of a note- through methods including hand movements and the use of puppets  Learns musical terms including pitch and pulse  Can say what are musical opposites: high/low, loud/quiet fast/slow | | | | | | | Sings in a class, group and as an individual Sings with and then without teachers help  Can perform the rhythm of the song or rhyme- that is, clap or tap out the pattern of the words  Develops listening skills  Develops confidence and self esteem  Develops a sense of pulse (the underlying beats in rhymes/songs) and can make the pulse conscious through visual representation and a variety of physical actions  Develop accurate pitching through listening and singing  Develops inner hearing using the ‘thinking voice’  Develops the singing voice and different kinds of voice production | |
|  | **Musical terms**  **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, cratchy sound  **Texture:** layers in the music, eg one sound or several sounds  **Tempo:** speed  **Melodic shape**: this is a little like the outline of a 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. The ‘line’ gives the **contour** or **shape** of the **melodic** line  **Genre:** the type of music, eg pop, jazz, folk, classical | | | | | | | | |
|  | **Autumn 1** | | | | | | | | Vocab |
|  | **Knowledge** | | **Skills** | | | | | | Rhyme  Action  Sing  Loud  Quiet  Pulse  Notes  Pitch  Faster  Slower  Whispering  Speaking  Singing  instruments |
| **Where do I belong?** | Know the word pitch  Understand the idea of a heartbeat | | Listens and responds to sung instructions.  Understands signals for teacher sings/speaks and class sing/speak  Performs actions in time to a song or rhyme  Performs on the singing chair  Learn songs with two notes (so/mi)  Learn new rhymes and songs  Listen for differences in pitch  Distinguishes between loud and quiet and perform pulse loudly or quietly  Explores different kinds of voice production: speaking, whispering and singing. | | | | | |
| **Lessons** | Jolly Music: The Music Handbook  Lesson 1: Song: See Saw Rhyme: Teddy Bear  Lesson 2: Songs: See Saw, Cobbler, Cobbler Rhyme: Soft kitten (perform actions with a pulse)  Lesson 3: Songs: See-saw, cobbler, cobbler Rhyme: Soft Kitten (loud, quiet, pitch)  Lesson 4: Songs: Up and Down, See-Saw (pitch, heartbeat)  Lesson 5: Songs: Up and Down, Cobbler, Cobbler, Oliver Twist Rhyme: Soft Kitten (faster, slower heartbeat, pitch)  Lesson 6: Song: Oliver Twist Rhyme: Teddy Bear (pitch, voice production: whispering, speaking and singing) | | | | | | | | |
|  | **Autumn 2** | | | | | | | | Vocab |
| **Why and how do we Celebrate?** | **Knowledge** | | | **Skills** | | | | | Dynamics –Loud, Quiet  Speaking  Whispering  Rhyme  Song  instruments |
| Know the rhymes Chop, Chop and Slowly, Slowly  Distinguish between a song and a rhyme  Learns songs/rhymes | | | Distinguishes between loud and quiet and perform pulse loudly or quietly  Explores different kinds of voice production: speaking, whispering and singing.  Learns to perform an action in a rest | | | | |
| **Lessons** | Lesson 7: Songs: Cobbler, Cobbler, Oliver Twist Rhymes: Slowly, Slowly, Chop, Chop (pitch,pulse)  Lesson 8: Songs: Hob, Shoe, Hob, Cobbler, Cobbler, Slowly, Slowly Rhyme: Teddy Bear, Soft Kitten, Chop, Chop, Slowly Slowly  Lesson 9: Songs: Hob, Shoe, Hob, Cobbler, Cobbler, Slowly, Slowly Pease Pudding Hot Rhyme: Teddy Bear (thinking voice)  Lesson 10: Song: Pease Pudding Hot, Hob, Shoe, Hob, See-saw, Oliver Twist  Lesson 11: Songs: Pease Pudding Hot, Hob, Shoe, Hob Bell Horses, Oliver Twist  Learn Xmas songs for Christmas Nativity performance | | | | | | | | |
|  | **Spring 1** | | | | | | | | Vocab |
| **Who can help us?** | **Knowledge** | | | | | | **Skills** | | Song  Rhyme  Trot  Difference  Rest  Quartet  Pitch- high sounds, low sounds  Pulse/beat  Rest  Bells, percussion instrument |
| Know the difference between a song and a rhyme  Know the word ‘quartet’ | | | | | | Learn actions for songs  Learn songs/rhymes  Learns to trot to a song  Develop feeling for the rest  Use hand movements to show pitch  Use bells to accompany Bell Horses | |
| **Lessons** | Lesson 12: Songs/rhymes: Oliver Twist Jelly on a Plate, Slowly, Slowly, Snail,Snail  Lesson 13: Songs: Bell Horses, Hob,Shoe,Hob Jelly on a plate, Oliver Twist (actions to songs)  Lesson 14: Songs: Jelly on a Plate, Bell Horses, Cuckoo, Where are you? Snail, Snail  Lesson 15: Songs: Snail, Snail, Cuckoo, where are you? Old Mister Woodpecker  Lesson 16: Songs: Hob, Shoe, Hob Jelly on a Plate, Bell Horses Old Mister Woodpecker Hot Cross Buns  Lesson 17: Songs: Hot Cross Buns, Jelly on a Plate, Bell Horses Old Mister Woodpecker Cuckoo, Where are you? Rain is falling down | | | | | | | | |
|  | **Spring 2** | | | | | | | | Vocab |
| **Where can we go?** | **Knowledge** | | | | **Skills** | | | | Actions,  Songs  Rhymes  Pitch  High, highest  Low, lowest  Sing  Volunteer  Rhythm  Different  Compare |
| Know what the word rhyme means  Knows the difference between a song and rhyme  Knows a variety of songs from memory  Knows that there hand is low to show a low pitch and high when it’s a high pitch (when showing a hand signal) | | | | Learns songs/rhymes  Show pitch using hand movements  Improvise pulse actions  Compares rhythms of two different songs  Taps the rhythm of known songs and rhymes  Change voices at a given signal  Identify a song or rhyme by its rhythm  Perform the rhythm of a learnt song  Learn and improvise new pulse  Sings a song in two different pitches, showing pitch with hand | | | |
| **Lessons** | Lesson 18: Songs: Rain is Falling Down Up and down Cuckoo, Where are you? Hot Cross Buns Copy Cat  Lesson 19: Songs: Copy cat Teddy Bear Rain is falling down Up and down Snail, Snail  Lesson 20: Songs: Teddy Bear Slowly, Slowly Five Little Monkeys Hot cross buns Pease Pudding Hot  Lesson 21: Songs: Cobbler, Cobbler Peter Taps Snail, Snail Sleep, Baby, Sleep Oliver Twist  Lesson 22: Songs: Oliver Twist Snail, Snail Sleep, Baby, Sleep Chop, Chop Copy Cat Hey,Hey  Lesson 23: Songs: Hey, Hey Chop, Chop Sleep, Baby, Sleep Pussycat, Pussycat Cuckoo, Where are you? | | | | | | | | |
|  | **Summer 1** | | | | | | | | Vocab |
| **What can grow?** | **Knowledge** | | | | | **Skills** | | | High  Low  Beat  Count  Duet  Tap  Perform  Sing  Pitch(es)  Time  Clapping  Tapping  Heartbeats song/rhyme  Silent |
| Knows how to count beats in songs/tunes  Knows each dot/heart beat represents the number of beats  Knows what the word ‘duet’ means  Learns new songs and rhymes | | | | | Sings and performs a range of songs and rhymes  Counts the number of beats in familiar songs  Follows visual representations of the pulse in songs/rhymes.  Can sing a familiar song in a variety of different pitches  Taps drawn heartbeats in time with the pulse of a familiar song  Performs songs using different actions  Identifies the number of pitches within a song | | |
| **Lessons** | Lesson 24: Songs: Pussycat, Pussycat Copy Cat Sleep, Baby, Sleep Peter Taps Doggle, Doggle Rhyme: Chop, Chop  Lesson 25: Songs: Pussycat, Pussycat Doggle, Doggle Copy Cat Peter Taps  Lesson 26: Songs: Peter Taps Copy cat See-Saw I Had a Dog Doggle Doggle  Lesson 27: Songs: Up and down See-Saw Hey, Hey Old Mister Woodpecker Pease Pudding Hot I had a dog  Lesson 28: Songs: Up and down See Saw Rain is Falling Down Pease Pudding Hot Hot Cross Buns Doggle, Doggle Sleep, Baby, Sleep Five little Monkeys  Lesson 29: Songs: Rain is falling Down Five little Monkeys Teddy Bear Pussycat, Pussycat Peadse Pudding Hot Hot Cross Buns Old Mister Woodpecker | | | | | | | | |
|  | **Summer 2** | | | | | | | | Vocab |
| **Who wants to be beside the sea?** | **Knowledge** | **Skills** | | | | | | | Volunteer  Rhyme  Song  High, middle, low  Pitch  Beat  Pulse  Describe  Improvises/changes/makes up  Tapping  Heartbeats  Sound  Action |
| Can describe the pitches they hear within a song | Sing a song in three different pitches  Sings and performs a range of songs  Change from singing to speaking when given a signal  Identify pitches in the last phrase of a song  Improvises own words to a familiar song | | | | | | |
| **Lessons** | Lesson 30: Songs: Rains is Falling Down Teddy Bear Pussycat, Pussycat Doggle, Doggle Hey,Hey Old Mister Woodpecker Hot Cross Buns Pease Pudding Hot  Assessment/review: Listen to different types of music, name instruments and describe sounds  Make choices about sounds to accompany a story  Conductors: What is a conductor?  Allow chn to be conductors in different ways.  • Colours game  • Pictures of different instruments pointed to  • Point to performers  • Hand signals | | | | | | | | |
|  | **End Point:**  **Early Years pupils will have a wide repertoire of songs and rhymes that they know off by heart. They will be able to name some musical instruments and describe different types of music. They can listen carefully to sounds and music and move in response to it. They can join in clapping and tapping to music.** | | | | | | | | |