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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 memoryDevelops an awareness of pitch- the precise highness or lowness of a note- through methods including hand movements and the use of puppetsLearns 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 helpCan perform the rhythm of the song or rhyme- that is, clap or tap out the pattern of the wordsDevelops listening skillsDevelops confidence and self esteemDevelops 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** | RhymeAction SingLoudQuietPulseNotesPitch FasterSlowerWhisperingSpeakingSinginginstruments |
| **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 rhymePerforms 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 quietlyExplores 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, QuietSpeakingWhisperingRhymeSonginstruments |
| Know the rhymes Chop, Chop and Slowly, SlowlyDistinguish between a song and a rhyme Learns songs/rhymes | Distinguishes between loud and quiet and perform pulse loudly or quietlyExplores 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** | SongRhymeTrotDifferenceRestQuartetPitch- high sounds, low soundsPulse/beatRestBells, percussion instrument  |
| Know the difference between a song and a rhyme Know the word ‘quartet’ | Learn actions for songsLearn songs/rhymes Learns to trot to a song Develop feeling for the rest Use hand movements to show pitchUse 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, SongsRhymesPitchHigh, highestLow, lowest SingVolunteerRhythm DifferentCompare |
| 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 rhythmPerform the rhythm of a learnt song Learn and improvise new pulseSings 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,HeyLesson 23: Songs: Hey, Hey Chop, Chop Sleep, Baby, Sleep Pussycat, Pussycat Cuckoo, Where are you?  |
|  | **Summer 1**  | Vocab  |
| **What can grow?** | **Knowledge** | **Skills** | HighLowBeatCountDuetTapPerformSingPitch(es)TimeClappingTappingHeartbeats song/rhyme Silent   |
| Knows how to count beats in songs/tunesKnows 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 rhymesCounts 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** | VolunteerRhymeSongHigh, middle, low PitchBeatPulseDescribe Improvises/changes/makes upTappingHeartbeats SoundAction |
| 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 songImprovises 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 soundsMake choices about sounds to accompany a storyConductors: 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.** |