What a musician looks like in the EYFS

Characteristics of Effective Learning: Playing and exploring – children investigate and experience things and have a go; Active learning – children concentrate and keep trying if they encounter difficulties and enjoy achievements; Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime area of learning PSE, CL and PD underpin and are an integral part of all areas of learning.

Expressive Arts & Design Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Intent: Through our Music Curriculum at Much Birch school we want to stir children's creativity through playing, performing, listening and experimenting with music. We value music as a form of expression and build a joy and a love of music through a well-planned curriculum. We realise potential and develop pride and teamwork through regular performances.

Charanga	**Me!**	**My Stories**	**Everyone**	**Our World**	**Big Bear Funk**	**Reflect, rewind, replay**
Learning Overview	We will move in time to music and tap out a simple rhythm. We will perform our favourite nursery rhymes. We will learn and perform songs for Festivals such as Harvest and Christmas. We will follow Charanga plans for music.		We will move in time to music and tap out a simple rhythm. We will perform a selection of traditional nursery rhymes. We will also follow Charanga plans for music.		We will perform a selection of traditional nursery rhymes/songs from other countries. We will also follow Charanga plans for music.	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Music Evidence on Tapestry We revisit knowledge and skills throughout the year	To find the pulse in different ways and show this through actions eg clapping, moving like a character from the song. To copy back the rhythm of their name. To copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. To learn to sing the song in unison with support. To add actions or substitute a word in some sections. To choose one of the songs and perform it with any actions you have created.	To recognise and name some of the characters and stories in the songs. To find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song To copy back a rhythm from the words of the song. To copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. To play a pitched note or sound in time with the pulse. To learn to sing the song in unison with support. To add actions or substitute a word in some sections. To choose one of the songs and perform it with any actions you have created.	To find the pulse in different ways and show this through actions eg marching, jumping, moving. To copy back the rhythms of phrases in the song To copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. To play a 1-note pattern in time with the pulse. To learn to sing or rap the songs in unison with support. To add actions or substitute a word in some sections. To choose one of the songs or the rap and perform it with any actions you have created To listen back to the performance.		To find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear. To copy back the rhythm of words from the video. To clap the rhythm of words from the song. To play the pulse with a pitched note or untuned percussion instrument. To add one pitched sound to the rhythm of words and short phrases from the song. To learn to sing the songs in unison with support. To add actions or substitute a word in some sections. To choose one of the songs and perform it with any actions you have created. To listen back to the performance	
Music Sticky Knowledge Knowledge children need to know by the end of every half-term.	I know some nursery rhymes.	I know how to clap the pulse (beat) I know familiar worship songs	I know that instruments make different sounds. I know that pitch is how high or low a sound is. I know that performance is sharing music with others.		I know there are different types of music around the world. I know 5 nursery rhymes by heart. I know how to play some percussion instruments correctly. I know the names of some percussion instruments.	
Key vocabulary	pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, boogie		pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase		pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, funk	

What a musician looks like in the EYFS

Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Our Curriculum Goal	To become a **Proud Performer** who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.				
ELG **(End of the year only)**	<u>Being Imaginative and Expressive</u> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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.				
During KS1, children will learn	**During KS1, children will learn** • Use their voices expressively and creatively 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 • Experiment with, create, select and combine sounds using the inter-related dimensions of music.				

Our musical journey through the year

What a musician looks like in the EYFS

Overview

Music

-In Music, we learn to be creative with sounds, using our imaginations to show feelings and ideas.

-Music is about putting sounds together to create melodies, rhythms and harmonies.

- Music can be made using vocal (our voices) and instrumental (using instruments) sounds.

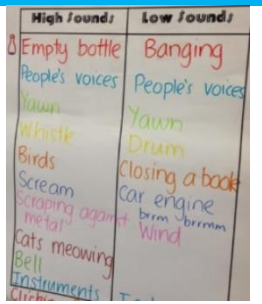
In EYFS, early Music is found in the 'Expressive Arts and Design' and 'Understanding the World' learning areas.







To show the pulse through clapping
To copy back the rhythm of their name



To copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.
To add one pitched sound to the rhythm of words and short phrases from the song.



I'm a Little Teapot

I'm a little teapot,
Short and stout,
Here is my handle
Here is my spout
When I get all steamed up,
Hear me shout,
Tip me over and pour me out!

I'm a very special teapot,
Yes, it's true,
Here's an example of what I can do,
I can turn my handle into a spout,
Tip me over and pour me out!



To add actions or substitute a word in some sections.

To choose one of the songs or the rap and perform it with any actions you have created



1, 2, 3, 4, 5,
Once I caught a fish alive.
6, 7, 8, 9, 10,
Then I let it go again.
Why did you let it go?
Because it bit my finger so,
Which finger did it bite?
This little finger on my right.

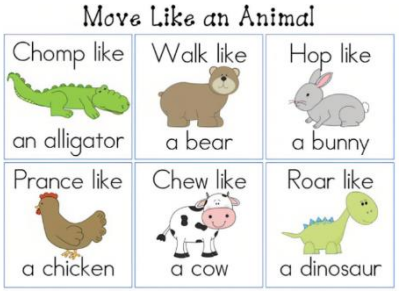


To learn to sing the song in unison with support



To listen back to the performance

To play the pulse with a pitched note or untuned percussion instrument.



To find the pulse in different ways and show this through actions eg moving like a character from the song.



To find the pulse in different ways and show this through actions eg marching, jumping,