

## EYFS Coverage – Music Intent

Autumn		Spring		Summer	
Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay



### Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
<b>Main Songs</b>	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	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
<b>Cross-curricular / topic-based focus</b>	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
<b>Explore and Create</b>	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
<b>Games Track</b>	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

<b>Copy Cat Rhythm Games</b>	Copy-clap the rhythm of names.	Copy-clap the rhythm of small phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
<b>High and Low Games</b>	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
<b>High and Low Games A. Play Together</b>					Keep the beat of the song with a pitched note.	Revise existing.
<b>High and Low Games B. Pitch Activities</b>					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.
<b>High and Low Games C. Extended Options</b>					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.
<b>Create your own Sounds using instruments</b>		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or two notes.	Use the starting note to explore melodic patterns using one or two notes.		Revise existing.

Instrument Notes	1	2	3	4	5	6
		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G	Big Bear Funk D, D + E, D + C	Revise existing.

Chn will work on these Development Matters skills across the units of work.

Children in Reception will

- Explore and engage in music making and dance, performing solo or in groups ( 4 -5 year olds)
- Sing in a group or on their own, increasingly matching the pitch and following the melody ( 4 -5 year olds)
- Listen attentively, move to and talk about music, expressing their feelings and responses.( 4 -5 year olds)

3 -4 year olds

- Play instruments with increasing control to express their feelings and ideas ( 3 -4 year olds)
- Create their own songs, or improvise a song around one they know ( 3 -4 year olds)
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (3 – 4 year olds)
- Sing the pitch of a tone sung by another person ('pitch match') 3 -4 year olds
- Respond to what they have heard, expressing their thoughts and feelings ( 3 – 4 year olds)
- Remember and sing entire songs ( 3 – 4 year olds)
- Listen with increased attention to sounds ( 3 – 4 year olds)

0 – 3 year olds

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.

- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound makers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

KS1 Intent	Year 1	Year 2
<b>Musicianship ( Understanding music)</b>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, F major, G major and A minor.</li> <li>• Find and keep a steady beat together.</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Copy back simple rhythmic patterns using long and short.</li> <li>• Copy back simple melodic patterns using high and low.</li> <li>• Complete vocal warm-ups with a copy back option to use Solfa.</li> </ul>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, G major and A minor.</li> <li>• Find and keep a steady beat.</li> <li>• Copy back simple rhythmic patterns using long and short.</li> <li>• Copy back simple melodic patterns using high and low.</li> <li>• Complete vocal warm-ups with a copy back option to use Solfa.</li> <li>• Sing short phrases independently.</li> </ul>
<b>Listening: Respond/Analyse</b>	<ul style="list-style-type: none"> <li>• Move and dance with the music.</li> <li>• Find the steady beat.</li> <li>• Talk about feelings created by the music.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Describe tempo as fast or slow.</li> <li>• Describe dynamics as loud and quiet.</li> <li>• Join in sections of the song, eg chorus.</li> <li>• Begin to understand where the music fits in the world.</li> <li>• Begin to understand about different styles of music</li> </ul>	<ul style="list-style-type: none"> <li>• Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music.</li> <li>• Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</li> <li>• Move and dance with the music confidently.</li> <li>• Talk about how the music makes you feel.</li> <li>• Find different steady beats.</li> <li>• Describe tempo as fast or slow.</li> <li>• Describe dynamics as loud or quiet.</li> </ul>

		<ul style="list-style-type: none"> <li>• Join in sections of the song, eg call and response.</li> <li>• Start to talk about the style of a piece of music.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Start to talk about where music might fit into the world</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing, rap, rhyme, chant and use spoken word.</li> <li>• Demonstrate good singing posture.</li> <li>• Sing songs from memory.</li> <li>• Copy back intervals of an octave and fifth (high, low).</li> <li>• Sing in unison.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing as part of a choir.</li> <li>• Demonstrate good singing posture.</li> <li>• Sing songs from memory and/or from notation.</li> <li>• Sing to communicate the meaning of the words.</li> <li>• Sing in unison and sometimes in parts, and with more pitching accuracy.</li> <li>• Understand and follow the leader or conductor.</li> <li>• Add actions to a song.</li> <li>• Move confidently to a steady beat.</li> <li>• Talk about feelings created by the music/song.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Describe tempo as fast or slow.</li> <li>• Join in sections of the song, eg chorus.</li> <li>• Begin to understand where the music fits in the world.</li> <li>• Begin to talk about and understand the style of the music.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</li> </ul>
<b>Notation</b>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of:</li> <li>• C, D, E, F, G</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:</li> <li>• C, D, E, F, G, A, B</li> </ul>

	<ul style="list-style-type: none"> <li>• F, G, A</li> <li>• G, B, D</li> <li>• D, E, F#, G, A</li> <li>• D, A, C</li> </ul>	<ul style="list-style-type: none"> <li>• G, A, B, C, D, E, F#</li> <li>• F, G, A, Bb, C, D, E</li> <li>• A, B, C, D, E</li> <li>• Identify hand signals as notation, and recognise music notation on a stave of five lines.</li> </ul>
<b>Playing instruments</b>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</li> </ul>
<b>Creating improvising</b>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</li> <li>• Improvise simple vocal patterns using 'Question and Answer' phrases.</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</li> <li>• Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> </ul>
<b>Creating composing</b>	<ul style="list-style-type: none"> <li>• Explore and create graphic scores:</li> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>• Create a story, choosing and playing classroom instruments and/or soundmakers.</li> <li>• Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Use simple notation if appropriate:</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and create graphic scores:</li> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Create a story, choosing and playing classroom instruments.</li> <li>• Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> </ul>

	<p>Create a simple melody using crotchets and minims:</p> <p>C, D  C, D, E  C, D, E, F  C, D, E, F, G  Start and end on the note C</p> <p>F, G  F, G, A  F, G, A, C  F, G, A, C, D  Start and end on the note F</p> <p>D, F  D, F, G  D, F, G, A  D, F, G, A, C  Start and end on the note D</p>	<ul style="list-style-type: none"> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Use notation if appropriate:  Create a simple melody using crotchets and minims:  C, D  C, D, E  C, D, E, F  C, D, E, F, G  Start and end on the note C (C major)</li> </ul> <p>G, A  G, A, B  G, A, B, D  G, A, B, D, E  Start and end on the note G (Pentatonic on G)</p> <p>F, G  F, G, A  F, G, A, C  F, G, A, C, D  Start and end on the note F (Pentatonic on F)</p>
<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• Enjoy and have fun performing.</li> <li>• Choose a song/songs to perform to a well-known audience.</li> <li>• Prepare a song to perform.</li> <li>• Communicate the meaning of the song.</li> <li>• Add actions to the song.</li> <li>• Play some simple instrumental parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>• Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</li> <li>• Talk about what the song means and why it was chosen to share.</li> <li>• Talk about the difference between rehearsing a song and performing it.</li> </ul>

## Whole School

### Music Intent for Listening and responding

These objectives are met through the teaching of Music Express, daily singing times and through Music of the Month

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles

#### Western Classical Tradition and Film

Title	Composer	Period
Rondo alla Turca <sup>1</sup>	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

#### Popular Music

Style	Title	Artist(s)
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

#### Musical Traditions

Country	Tradition	Title	Artist/Composer
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

#### Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero <sup>2</sup>	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

#### Popular Music

Style	Title	Artist(s)
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

#### Musical Traditions

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown



**Music of the month for the whole school**

**September– You've got a friend in and With a little help from my friends ( Value : Friendship)**

