



Nursery Music Long-Term Planning

Musical Learning Outcomes: Development Matters (3-4 Year Olds):

Listening

Objectives:

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.

Activities:

- Help children to develop their listening skills through a range of active listening activities.
- Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.
- Play, share and perform a wide variety of music and songs from different cultures and historical periods.
- Play sound-matching games.

Singing

Objectives:

- Remember and sing entire songs, chants, and rhymes.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.

Activities:

- When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes.
- Children's singing voices and their ability to control them is developing. Explore different types of voice (singing, speaking, whispering, louder voice).
- Sing slowly, so that children clearly hear the words and the melody of the song.
- Use songs with and without words - children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.
- Clap or tap to the pulse of songs or music and encourage children to do this.

Playing Instruments

Objectives:

- Play instruments with increasing control to express their feelings and ideas.

Activities:

- Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.
- Encourage children to experiment with different ways of playing instruments.
- Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.

Nursery 'I Can' Statements for the Inter-related Dimensions of Music:

<p>Pitch</p> <p>I can:</p> <ul style="list-style-type: none">-Show high, medium or low sounds-Show how melodies go up, down or stay the same.	<p>Beat/Rhythm</p> <p>I can:</p> <ul style="list-style-type: none">-Tell when there's a beat and when there's no beat.-Move to and play a steady beat.-Say chants and rhymes in time to a steady beat
<p>Timbre</p> <p>I can:</p> <ul style="list-style-type: none">- Use speaking, whispering, calling, and singing voices.-Identify many classroom instruments when I see them or hear them.-Identify woods, metals, shakers, scrapers, and drums.	<p>Form</p> <p>I can:</p> <ul style="list-style-type: none">-Show phrases.-Tell if phrases are the same or different.-Move to show different sections of the music.
<p>Expression</p> <p>I can:</p> <ul style="list-style-type: none">-Identify and perform loud and quiet, fast and slow, smooth or separated/bouncy	<p>Create</p> <p>I can:</p> <ul style="list-style-type: none">-Create and play patterns-Improvise melodies with my voice
<p>Perform</p> <p>I can:</p> <ul style="list-style-type: none">-Sing, chant, move, and play instruments	<p>Respond</p> <p>I can:</p> <ul style="list-style-type: none">-Tell or show with movement how music makes me feel.
<p>Make Connections</p> <p>I can:</p> <ul style="list-style-type: none">-Listen to music and sing songs and tell about the places they're from.	