








Music RECEPTION

Core Purpose Long Term Overview

<p>Rationale, Methodology and Pedagogy</p>	<p>Within the inter-related dimensions of music, we believe pulse, rhythm and pitch should be given priority and feature in each term's unit of work as they are the foundations from which the other inter-related musical dimensions (tempo, dynamics, timbre, texture and structure) can be built.</p> <p>There are 5 areas of knowledge and skill within music that this curriculum will focus on and through which the inter-related dimensions are experienced and taught:</p> <ol style="list-style-type: none"> 1. Musicianship <ul style="list-style-type: none"> • The development of musical discipline, skills and knowledge as a performer • Taught and experienced through listening, chanting, singing, body percussion and instruments 2. Notation <ul style="list-style-type: none"> • The development of skill and knowledge in reading and writing music 3. Creativity <ul style="list-style-type: none"> • Sound exploration, experimentation, improvisation and composition • The creative application of musicianship, including effective use of the interrelated dimensions 4. Appreciation <ul style="list-style-type: none"> • Experiencing and understanding a rich variety of music • Incorporating music of the western classical tradition, traditional music from around the world and popular music 5. Presentation <ul style="list-style-type: none"> • The development of skills needed for more formal performing to an audience <p>We believe that regular revision, consolidation and application of previously taught skills are vital to embed learning and a necessary foundation for good progression.</p> <p>Consequently, our sequence of teaching within each term's unit of work follows the following structure:</p> <ul style="list-style-type: none"> • Revisit prior learning • Teach new skills through the medium of body percussion and voice • Consolidate and practise learning using instruments • Apply learning through creative music-making • Demonstrate learning through presentation <p>Our core Scheme is 'Jolly Music' - Beginners Level which develops fundamental musicianship within a context of songs and rhymes mainly through singing, movement and body percussion. The 'Jolly Music' Scheme is supplemented with other resources where necessary to ensure good coverage and musical enrichment.</p> <p>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. Opportunities will be provided for all children to listen to a wide range of styles and genres of music during whole-school assemblies, class snack times and moments of reflection.</p>				
<p>Links to school Visions and Values</p>	<p>Musicianship We always try our best and are ambitious with our learning </p>	<p>Notation We always try our best and are ambitious with our learning </p>	<p>Creativity We enjoy being creative and 'thinking outside the box'  We explore, investigate and seek answers for ourselves </p>	<p>Appreciation We encourage and celebrate individuality  We celebrate similarities and differences </p>	<p>Presentation We take pride in the achievements of others </p>

<p>EYFS Framework Requirements</p>	<p>Children in Reception will be learning to:</p> <p>Communication and language Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELGS: Expressive arts and design: 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.</p>		
<p>Term</p>	<p>AUTUMN Pupils can ...</p>	<p>SPRING Pupils can ...</p>	<p>SUMMER Pupils can ...</p>
<p>Objectives</p>	<ul style="list-style-type: none"> • Distinguish between high and low (1) • Show high and low pitches with hand movements (1) • Understand the word 'pitch' (1) • Respond to sung signals with words (1) • Respond to signals showing when they sing/speak and when teacher sings/speaks (1) • Perform actions in time to pulse, individually and in pairs (1,5) • Understand the concept of the pulse as a musical 'heartbeat' (1) • Understand the word 'pulse' (1) • Find the pulse in a song or rhyme (1) • Sing songs with 2 pitches (so/mi) (1) • Perform a song or rhyme solo, or with a partner (1,5) • Produce their voices in different ways (1) • Distinguish between fast and slow (1) • Alter the speed of a song by changing the pulse (1) • Distinguish between loud and quiet (1) • Alter the dynamics of a song or rhyme (1) • Distinguish between singing and speaking/chanting (1) • Explore sounds of instruments to complement events in a story or rhyme, eg drum for footsteps, maraca for rain. (3) 	<ul style="list-style-type: none"> • Consolidate prior learning as necessary • Distinguish between high, low (and middle) pitches (1) • Show high, low and middle pitches with hand movements (1) • Respond to sung signals without words (1) • Perform in a mixture of their singing / speaking voices (1, 5) • Change voice production during a song/rhyme at a given signal (1) • Use their 'thinking voices' when performing (1) • Perform actions in time to pulse, individually, in pairs and changing partners (1,5) • Tap / clap the rhythm of words (1) • Travel to the pulse in different ways, e.g. walk, trot (1) • Learn songs and rhymes with rest beats (1) • Perform an action in a rest (1) • Improvise pulse actions (1, 3) • Improvise actions and sounds in rests (1, 3) • Understand what a rest beat is (1) • Begin to learn longer songs and rhymes e.g. with 2 verses (1) • Sing songs with 3 pitches (1) • Explore sounds of instruments to complement events in a story or rhyme, eg drum for footsteps, maraca for rain. (3) 	<ul style="list-style-type: none"> • Consolidate prior learning as necessary • Respond to a wider variety of sung signals with and without words (1) • Sing songs starting on different pitches, e.g. Greetings Song (1) • Sing to match someone else's pitch (1) • Perform actions in time to pulse, individually and in pairs and changing partners, moving to more complex actions and movement sequences (1,5) • Count the beats in songs and rhymes (1) • Understand the word 'rhythm' (1) • Identify a song or rhyme by its rhythm (1) • Understand how pulse can be represented visually using pictures or symbols (2) • Show rest beats physically using hand movements (1) • Begin to perform musical question and answer phrases (1) • Sing a wider variety of songs with 2 and 3 pitches • Explore sounds of instruments to complement events in a story or rhyme, eg drum for footsteps, maraca for rain. (3)

