

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
MUSIC OVERVIEW
EYFS TO YEAR 2

		Exploring Sounds	
	Reception	Year 1	Year 2
	Development Matters Expressive Arts & Design - Children in Reception will be learning to	Children are taught to:	
	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Statutory ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Statutory ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of</p>	<p>Explore ways of using their voices expressively. Develop skills of singing while performing actions, and create an expressive story.</p> <p>The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p>The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p>The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p>	<p>Discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p>Explore timbre and texture as they explore descriptive sounds. They listen to, and perform music inspired by myths.</p> <p>Children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p> <p>Children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p>

	well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
	For more detail Birth to 5 Creating with Materials Range 5	Beat	
	<ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally <p>Range 6</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<p>Develop a sense of steady beat through using movement, body percussion and instruments.</p> <p>The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p>The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p> <p>The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p>Children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.</p> <p>Children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.</p> <p>Children explore steady beat and rhythm patterns. they play beats and patterns from renaissance Italy to West Africa and create their own body percussion, voices and instruments.</p> <p>Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p>
	For more detail Birth to 5 Being Imaginative and Expressive Range 5	Pitch	
	<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas 	<p>The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p>	<p>Children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p>

<ul style="list-style-type: none"> • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories <p>Range 6</p> <ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping 	<p>The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p> <p>The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>	<p>Children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements. Children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p>
Performance		
	<p>The children develop their performance skills and learn songs about travel and transport from around the world.</p>	<p>Children learn a Tanzanian game song and accompany a travelling song using voices and instruments.</p> <p>They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p>
Vocabulary		
<p>Song words, clap, stamp, move, dance, instrument, drum, tambourine, bells, , maracas, claves, glockenspiel and xylophone, loud, quiet, shake, tap, bang, pulse, beat, orchestra, violin, flute, clarinet, trombone, cellos, horn, tuba, percussion, high, low</p>	<p>long, short, high, low, performance, instrument, voice, volume, steady beat, rest, pulse</p>	<p>pitch, composition, musical pattern, melody, dynamics, timbre, tune, pulse</p>