



The **BIG** Picture

Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas changes in tempo can convey action.

Communication & Language

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Physical Development

Combine different movements with ease and fluency.

Expressive Arts & Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

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.

ELG- Expressive Arts & Design & Being Imaginative & Expressive

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.

Specific unit outcomes

To learn about music from another culture, particularly when related to the festival of Diwali

To respond to music with movement

To learn about music from another culture, particularly when related to the festival of Hanukkah.

To learn the names of some traditional Jewish musical instruments.

To play and move to traditional Jewish Hanukkah music.

To learn about music from another culture, particularly when related to the festival of Kwanzaa

To take part in a traditional call and response song

To find classroom objects to use as drums and play in response to African music

To learn about traditional Christmas music

To take part in an Infant Performance of songs involving singing, voice sounds and playing instruments

To sing and move to a Christmas song

To suggest appropriate actions to match song lyrics

To sing and move to Christmas songs



Enhanced Provision

Children will display their musical knowledge through their play on a regular basis. You can use the following list as a guide to know what to look out for:

- Singing familiar songs to themselves or others
- Humming a tune
- Tapping or clapping beats or rhythms
- Using their bodies to make sounds (stamping, clapping, clicking fingers etc.)
- Using their voices to make or imitate sounds
- Creating or copying dances
- Creating or recreating songs either with or without instruments
- Experimenting with the sounds instruments make
- Creating instruments using junk modelling
- Singing and performing action songs
- Asking to listen to music
- Naming or talking about instruments
- Creating a band or performing a concert



The **BIG** Picture

Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.

Communication & Language

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Physical Development

Combine different movements with ease and fluency.

Expressive Arts & Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

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.

ELG- Expressive Arts & Design & Being Imaginative & Expressive

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.

Specific unit outcomes

To explore using our voices to make a variety of sounds.

To explore how to use our bodies to make sounds

To explore different sounds and think about tempo

To explore the sounds of different instruments

To experiment with tempo and dynamic when playing instruments

To identify sounds in the environment and differentiate between them.

To use musical vocabulary when describing environmental sounds.

To identify and describe familiar nature sounds and differentiate between them

To use voices to imitate natural sounds



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The BIG Picture

A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.

Communication & Language

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Physical Development

Combine different movements with ease and fluency.

Expressive Arts & Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

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.

ELG- Expressive Arts & Design & Being Imaginative & Expressive

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.

Specific unit outcomes

To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.

To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.

To talk about how a piece of music makes you feel.

To listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story.

To understand that music and instruments can be used to convey moods or represent characters.

To talk about how a piece of music makes you feel.

To use actions to retell a story to music

To sing and perform a group song

To learn how instruments can represent a certain mood, character or action

To experiment with the sounds of different instruments

To create a musical story based upon a familiar routine

To use instruments to represent moods or actions

To play an instrument as part of a group story

To create a musical story based upon a familiar routine

To use movement to express moods or actions within a musical story

To play an instrument as part of a musical story and perform as a group

Enhanced Provision

Children will display their musical knowledge through their play on a regular basis. You can use the following list as a guide to know what to look out for:

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The **BIG** Picture

Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

Communication & Language

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Physical Development

Combine different movements with ease and fluency.

Expressive Arts & Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

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.

ELG- Expressive Arts & Design & Being Imaginative & Expressive

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.

Specific unit outcomes

To discuss what makes a musical instrument

To use recyclable materials to create a simple representation of a musical instrument

To learn what an orchestra is

To learn about the four different groups of musical instruments

To copy and follow a beat

To follow a beat using an untuned instrument

To experiment with playing tuned and untuned instruments

To play in time to familiar songs

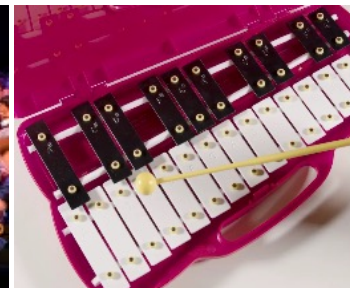
To choose appropriate instruments to represent different parts of a song.

To perform a practised song to a small audience.

Enhanced Provision

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The BIG Picture

'Music and Movement' is an important part of a child's development and the two naturally go together. On this external course, delivered through Acsent Music Hub, children will engage in a musical activity whilst starting to move unconsciously to the music.

Communication & Language

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Learn rhymes, poems and songs.

Physical Development

Combine different movements with ease and fluency.

Expressive Arts & Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

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.

Specific unit outcomes

- To understand why songs have actions
- To learn some simple Makaton signs to accompany a song
- Think about the perspectives of others.
- 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.
- To explore beat through body movement
- To express feelings and emotions through movement to music
- To perform action songs to a small audience.



Key Vocabulary

- Actions • Action songs
- Sign language • Deaf • Communication
- Communicating • Understand
- Lyrics • Verse • Music • Piece
- Composer • Tempo
- Fast • Moderate
- Medium • Slow Music • Dance
- Scarf dance • Perform
- Performance • Audience
- Actions • Action songs
- Sign language • Makaton • Actions • Action songs
- Sign language • • Deaf • Communication
- Communicating • Understand
- Lyrics • Verse