

Music Long Term Plan EYFS

Term Music Unit	Autumn 1 Unit 1: Exploring Sound	Autumn 2 Unit 2: Celebration	Spring 1 Unit 3: Music and movement	Spring 2 Unit 4: Musical Stories	Summer 1 Unit 5: Transport	Summer 2 Unit 6: Big Band
Key Vocabulary	Voice, sound, high, low, beat, rhythm, fast, slow,	Diwali, Hanukkah, Kwanzaa, Christmas, traditional, Culture, Celebration, Instrument	Audience, actions, makaton, perform, dance, music	Musical story, instruments, tempo. Compose, pitch, loud, quiet	Car, boat, train, journey, score, slower, faster, tempo, symbol	Instrument, sound, beat, conductor, tempo, untuned, tuned
Substantive knowledge	<p>To understand that what 'high' and 'low' notes are.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To understand that instruments can be played loudly or softly.</p> <p>To know that signals can tell us when to start or stop playing.</p> <p>To recognise music that is 'fast' or 'slow'.</p> <p>To know that different instruments can sound like a particular character/object.</p>	<p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To recognise the chorus in a familiar song (structure)</p> <p>To know music is a large part of Diwali celebrations</p> <p>To know Jewish people play and listen to music during Hanukkah</p> <p>To know that Kwanzaa is a day of dancing, listening to music and spending time with family in African culture</p> <p>Drums are one of the most important instruments in African music</p>	<p>To understand why songs have actions.</p> <p>To know that the beat is the steady pulse of a song</p> <p>To recognise music that is 'fast' or 'slow' and this is called tempo.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that signals can tell us when to start or stop playing.</p>	<p>To understand that a piece of music can tell a story with sounds.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To understand what 'high' and 'low' notes are.</p> <p>To recognise music that is 'fast' or 'slow' and this is called tempo.</p> <p>To know that music can be loud or quiet (dynamics).</p> <p>To recognise that voices and instruments can imitate sounds from the world around us.</p>	<p>To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).</p> <p>To know that the beat is the steady pulse of a song.</p> <p>To recognise music that is 'fast' or 'slow.'</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music</p> <p>To know that signals can tell us when to start or stop playing.</p>	<p>To know that an instrument is an object that can produce music.</p> <p>To know that an orchestra is a big group of people playing a variety of instruments together (four families – string, woodwind, brass and percussion).</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p> <p>To know that the beat is the steady pulse of a song.</p>
	<p>Birth to 5 (EAD) Creating with Materials:</p> <p>Develops an understanding of how to create and use sounds intentionally.</p>	<p>Birth to 5 (EAD) Being Imaginative and Expressive:</p> <p>Experiments and creates movement in response to music, stories and ideas.</p>	<p>Birth to 5 (EAD) Being Imaginative and Expressive:</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</p>	<p>Birth to 5 (EAD) Being Imaginative and Expressive:</p> <p>Chooses particular movements/ instruments, sounds, colours and materials for imaginative purposes.</p>	<p>Birth to 5 (EAD) Being Imaginative and Expressive:</p> <p>Chooses particular movements/ instruments, sounds, colours and materials for imaginative purposes.</p>	<p>Birth to 5 (EAD) Creating with Materials:</p> <p>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 too.</p>

Key Learning linked to Expressive Arts and Design – Music

Singing	Making Music	Perform	Movement
Well known nursery rhymes, familiar songs, chants, activities, which develop the voice as a sound maker.	Using voice, objects, home-made and real musical instruments and range of ICT.	Familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character.	Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music

Education Programme	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
Characteristics of Effective Learning	<ul style="list-style-type: none"> • Playing and exploring - children investigate and experience things, and ‘have a go’ • Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Early Learning Goal	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will- Invent, adapt and recount narratives and stories with peers and their teachers. 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 to music.</p>