



Big Ideas

Term: Autumn 1

Year group: Reception

Subject: Music

Topic: Exploring Sounds

Prior Knowledge:

Subject specific (Tier 3) vocabulary: loud, quiet, high, low, voice, instrument, squeaky, deep, soft, rhythm, beat, tempo, fast, slow, names of instruments

Musical Elements

Knowledge, understanding

Music/ Musicians

Dynamics – loud and quiet

Pitch – high and low

Body percussion – using our bodies to make sounds

Rhythm – clapping, stamping, clicking, rubbing hands, flapping arms, drumming fingers, patting cheeks

Tempo – fast or slow

N/A

Musical Skills

Clapping and playing in time to the pulse.

Playing simple rhythms on an instrument.

Using bodies, voices, un-tuned instruments and natural objects to create sound.

Responding to a sound by likening it to a character, animal or familiar environmental sound.

Recognising familiar sounds.

End point

Children will explore how we can use our voice and bodies to make sounds, experiment with **tempo, dynamics** and **pitch** when playing instruments and identify sounds in the environment (such as sounding in the home/animals sounds) using musical vocabulary to describe the sounds they hear.



Big Ideas

Term: Autumn 2

Year group: Reception

Subject: Music

Topic: Celebration Music

Prior Knowledge: Children will have heard the words **dynamics**, **pitch**, **tempo** and **rhythm** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: Diwali, celebration, music, dance, traditional, Hanukkah, Hora, Kinnor, Harp, Flute, Trumpet, Cymbals, Tambourine, Shofar, Jewish, Kwanzaa, Africa, tradition, culture, call, response, drum, rhythm, beat

Musical Elements

Knowledge and understanding

Music/ Musicians

Diwali is a festival of light
Children will talk about the **tempo** of the music – Is it fast or slow? and dance in response to the music
When Jewish people celebrate Hanukkah, they light candles, eat delicious food, play games and listen to music.
Children will learn about musical instruments used to play when celebrating Hanukkah.
Kwanzaa means first harvest and is a festival held on the day after Christmas day to celebrate African culture. It is a day of dancing, listening to music, spending time with family and friends and learning more about African culture and history.
Children copy clapping **beats** and simple **rhythms** in **call and response** patterns.
Children sing Christmas songs and accompany with untuned **percussion** instruments and sing action songs.

Beautiful Ram Bhajan – Spitiyal India
Jalikhunda African Drums
Ella Jenkins – Toom-Bah-Ee-Lero
James Pierpoint – Jingle Bells
Arthur Warrell – We Wish You a Merry Christmas
Nanette Regan – When Santa Got Stuck Up the Chimney
The Kiboomers – The Reindeer Cokey

Musical Skills

- Singing** short songs from memory, adding simple dynamics.
- Using** un-tuned instruments to play alongside and in response to different types of music.
- Listening** to and commenting on the descriptive features of music.
- Responding** expressively to music using your body.
- Responding** to music through expressive and appropriate movement.

End point

Children will learn about the inter-related dimensions of music through cultural and religious celebrations. They will dance, sing and play instruments, thinking about and discussing instrumental sounds, **rhythm and tempo**.



Big Ideas

Term: Spring 1 & 2, Summer 2

Year group: Reception

Subject: Music

Topic: Musical Stories

Prior Knowledge: Children will have heard the words **dynamics**, **pitch**, **tempo** and **rhythm** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: tempo, pitch, dynamic, fast, slow, high, low, loud, quiet, musical story, lyrics, melody, classical music, instrument, names of percussion instruments, percussion,

Musical Elements

Knowledge and understanding

Music/ Musicians

Children change their movements to reflect changes in **tempo**, **pitch** or **dynamics**.

Dynamics: loud or quiet

Tempo: fast or slow

Pitch: high or low

Lyrics: words to a song

Melody: the main part of a song also called a tune

Children will **compose** a musical story choosing instruments to match the characters and **perform** their story.

John Walter Bratton – Teddy Bear's Picnic
Sergei Prokofiev – Peter and the Wolf
Traditional Nursery Rhyme – The Was a Princess Long Ago
Michael Rosen – We're Going on a Bear Hunt

Musical Skills

Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo).

Singing and playing in response to instructions as part of a class performance.

Playing instruments expressively.

Experimenting with tempo and pitch using tuned and untuned instruments.

End point

Children will move to music with instruction, changing movements to match the **tempo**, **pitch** or **dynamics** and learn that music and instruments can convey moods or represent characters.



Big Ideas

Term: Summer 1

Year group: Reception

Subject: Music

Topic: Music and movement

Prior Knowledge: Children will have heard the words **dynamics**, **pitch**, **tempo** and **rhythm** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: actions, action songs, sign language, Makaton, deaf, communication, lyrics, verse, beat, pulse, rhythm, drum, cello, triangle, whistle, siren, tempo, pitch, performance

Musical Elements

Knowledge and understanding

Music/ Musicians

Lyrics – to words to a song

Verse – a repeated section (melody) of a song with different lyrics

Beat – the steady pulse that you hear through the music, like a heartbeat: steady

Tempo – the speed of the music: fast, moderate (medium), slow

Pitch – how high or low a sound is

Jean-Philippe Rameau - Frère Jacques

Justin Timberlake – Can't Stop the Feeling

Pharrell Williams – Happy

American Authors – Best Day of My Life

John Denver – Annie's Song

Schubert – Military March

Kno Piano Music – Disney Piano Collection

Mozart, Vivaldi, Bach Beethoven – Compilation of classical music

Unknown – Techno Rave Mix

Kindy Rock – Jingle Scarf Song

Musical Skills

Singing short songs from memory, adding simple dynamics.

Responding expressively to music using your body.

Responding to music through expressive and appropriate movement.

End point

Children will create simple actions to well-known songs, learning how to move to a **beat** and expressing feelings and emotions through movement to music.