

Music Scheme of Work: EYFS

EYFS

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Mastery Opportunities	Vocabulary
<p>Autumn Term</p> <p>Composer focus: Chopin</p>	<p>Pitch: I can understand what high and low means</p> <p>Improvising and composing: I can choose sounds and make a melody I can begin to invent symbols to represent pitch and dynamics</p> <p>Instrumental: I can begin to copy simple copy patterns</p> <p>Vocal: I can sing familiar song by memory</p> <p>Aural: I can listen and respond to sounds</p>	<p>To know that pitch means high and low</p> <p>To know how to use pitch in a composition</p> <p>To be able to identify high and low sounds in a piece of music</p>	<p>-Use knowledge of pitch in play and relate it to new vocab: 'opposites'. Can you find any other opposites in music? Loud/quiet, fast/slow.</p> <p>-Can you think of any more opposites in your play? Happy/sad, hot/cold, big/small.</p> <p>-What is in the middle of high and low? What is in the middle of your list of opposites?</p>	<p>high/highest, low/lowest, pitch, glockenspiel, sequence, pattern, note, composer,</p>
<p>Spring Term</p> <p>Giacomo Puccini</p>	<p>I can understand what fast and slow means</p> <p>Instrumental: I can begin to copy simple copy patterns</p> <p>Vocal: I can sing familiar song by memory</p> <p>Aural: I can listen and respond to sounds</p>	<p>To know that tempo means fast and slow</p> <p>To know how to use tempo in a composition</p> <p>To be able to identify fast and slow sounds in a piece of music</p> <p>MISCONCEPTION- To know that music can be loud but slow and quiet but fast. (Some chn think if it is fast, it has to be loud!)</p>	<p>Use Tempo in different ways: When else might you use different tempos in every day life? Explore different activities- running, pouring, singing, writing, counting.</p> <p>-What are the best activities to do with a fast tempo? What about a slow tempo? What about a medium tempo?</p> <p>-What can you do fast? What can you do slowly? How does it change what you are doing? What was harder to do? What was easier? Eg. Capacity and pouring water- what happened when you poured fast? What happened when you poured slowly? For pouring water, what is the best tempo to use?</p> <p>-Can you think of other adjectives to describe 'slow' and 'fast'. Eg. Steady, calmly, crazy, speedy</p>	<p>Tempo, percussion, conductor, fast, slow, rhythm, syllable, long, short, note.</p>

Music Scheme of Work: EYFS

<p>Summer Term: Franz Liszt</p>	<p>Dynamics: I can understand what loud and soft means</p> <p>Improvising and composing: I can choose sounds and make a melody I can begin to invent symbols to represent dynamics</p> <p>Instrumental: I can begin to copy simple copy patterns</p> <p>Vocal: I can sing familiar song by memory</p> <p>Aural: I can listen and respond to sounds</p>	<p>To know that dynamics means loud and soft</p> <p>To know how to use dynamics in a composition</p> <p>To be able to identify loud and soft sounds in a piece of music</p> <p>To know that you play an instrument harder to get a louder note/softer to get quieter</p> <p>I know that there are different instruments and they are made of different material</p>	<p>-Instruments made of different materials. -Which makes the softest sound? Wood or metal? Why? -Do you have to play an instrument differently to make loud or soft? -Can you make your own instrument? How do you play it loudly? How do you play it softly?</p>	<p>Dynamic, loud, soft, sequence, pattern, percussion</p>
<p>Continuous provision and teaching ideas for 4 different strands of Music- development matters EYFS</p>				
<p><u>Hearing and Listening:</u> Focus composers- Saint Saens- Carnival of the Animals- listen to the different pieces of music- which animal do you think this sounds like? Why? What are the instruments doing to make it sound like the animal?</p> <p>CD 'listening area' to a range of different composers. - Play music which has emphasised pitch/tempo/ dynamics- Model 'drawing what you hear' (loud music might be drawn as large spikes, quiet may be little lines) Can you draw what you hear? Why did you draw spikey patterns? Why did you draw swirly patterns? Why did you draw little dots, large circles? Discuss with children their ideas.</p> <p>Listen to Peter and the wolf- all instruments represent different characters- Why do you think they used this instrument for the wolf? Can you make up your own noises to represent an animal?</p> <p>Rumble in the jungle- read the story and then play instruments attempting to represent animals- what instrument could you choose for a lion? Triangle or a drum?</p>				
<p><u>Vocalising and singing:</u> Sing the register in different pitches and get children to respond and match the pitch</p> <p>Stage area-have CD player outside for them to sing along to</p> <p>https://apps.apple.com/gb/app/spire-music-recorder/id1013021109 download music recorder on Ipad for children to have a go and record and play back their voices.</p>				

Music Scheme of Work: EYFS

Have backing tracks of familiar songs so children can sing along to.

Hide a bear- someone needs to find it- when they get closer to the bear, they sing loud or high and when they are further away from it, the other children sing quietly or low (pitch and dynamics)

Moving and dancing:

Saint Saens- carnival of the animals- get children to represent the different animals through moving and dancing to the music

Peter and the wolf- dance/act like the animals when they hear the different music that represent the characters.

Where the wild things are- go on your own wild rumpus with drums!

Create dance routines for familiar pop songs- can you listen to the words of the music and think of dance moves to represent the music?

Fireworks night/Diwali- can you be a firework? How would you use your bodies to represent the fireworks? What instruments could you use?

Exploring and playing:

Make up music based on a theme eg. Space- Can you make up a piece of music to represent space? What might you use to make the sounds?

Using the <https://apps.apple.com/gb/app/spire-music-recorder/id1013021109> (music recorder) children to record sounds around the environment- not instruments- maybe a door closing, noises of the outdoor area, children giggling, even a toilet flushing!

Making rhythms using the syllables of your names and familiar words.

Mr-s green-a-cre. Can you clap the name? sing the name? play the name using an instrument? Can you put a few names together to make up a piece of music?

Explore different types of percussion instruments- do you shake all instruments? Do you tap all instruments? Can you sort them into 'shake' and 'tap' Can you play them in both ways?

Show children stringed instruments/wind instruments. How would you play these?

Music Scheme of Work: EYFS

Year 1

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Mastery Opportunities	Vocabulary
Autumn Term Composer focus: Debussy	Pitch: I can recognise and respond to high and low sounds Composing and Improvising: I can create and order sounds to make a melody I can invent symbols to represent sound	To know that pitch means high and low To know that notes on a glockenspiel/piano go up and down in order of pitch	-Investigation- linking notes and pitch to the alphabet. Show children a glockenspiel. Do the letters repeat? How many times? What letters do the notes stop at? Is there an H note? How many notes are there before the letters repeat? What happens when you go backwards? -Ideas 'A is first in the alphabet, so it is the highest/lowest note. True or false?'	high/highest, low/lowest, pitch, glockenspiel, sequence, pattern, note, composer, compose, keyboard
Spring Term Antonio Vivaldi	Tempo: I can understand fast and slow Rhythm: I can begin to copy simple rhythm patterns. Duration: To understand that there are long notes and short notes Composing and Improvising: I can create and order sounds to make a melody I can invent symbols to represent sounds	To know that tempo means fast and slow To know the difference between fast and slow To know how to copy a rhythm To know how to play note values crotchet/quaver (insect names)	Implicitly introduce time signatures $\frac{3}{4}$ and $\frac{4}{4}$ through waltzes and marches. 3 crotchets in a bar are often used for classical waltz's (Composer-Strauss Blue Danube Waltz) 123,123,123,123. Show children youtube videos of waltzes. 4 crotchets in a bar are used for marches. 1234, 1234, 1234, 1234. Show children youtube videos of marches. (Elgar- pomp and circumstance Can you clap along to the different pieces of music? What do you notice? Can you describe how you might clap differently? (eg. Marches are all emphasised claps, whereas a waltz/dance, the 1 st clap is emphasised. The children might say that the claps are louder, whereas in the waltz, the 1 st clap is hard and the next 2 are softer.	Tempo, percussion, conductor, fast, slow, rhythm, syllable, long, short, note.
Summer Term Edward Elgar	Dynamics: I can understand loud and soft I can sing songs building rhythmic and melodic memory. Composing and Improvising: I can create and order sounds to make a melody I can invent symbols to represent sounds	-To know that dynamics means loud and soft -To know the difference between loud and soft -To know that you play an instrument harder to get a louder note/softer to get quieter -To begin to understand that dynamics can get louder and softer -To know how to play handbells using dynamics -To know how to sing using dynamics	How do you play an instrument differently to make loud and soft sounds? Give children a range of instruments to experiment with. Ext- usually, what is a louder instrument? An instrument made out of wood or metal?	Dynamic, loud, soft, sequence, pattern, percussion

Music Scheme of Work: EYFS

Year 2

Unit and Term	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Mastery Opportunities	Vocabulary
<p>Autumn Term Composer focus: J.S Bach</p>	<p>Pitch: I can recognise general shapes of melodies and begin to recognise steps and repeated notes.</p> <p>I can organise handbells in pitch order</p> <p>Composing and Improvising: I can choose, create and order sounds to show simple contrasts</p> <p>I can begin to invent symbols to represent sounds and simple rhythms</p>	<p>To know that pitch can get higher and lower</p> <p>To know that notes on a glockenspiel go up and down in order of pitch</p> <p>To know how to copy a pattern using pitch</p> <p>To know how to create a piece of music with steps and repeated notes.</p> <p>To begin to understand note names and what they mean</p>	<p>Investigate octaves. What is an octave? (8 notes apart with the same letter name. C/C D/D E/E etc.) Look at a piano. How many C octaves are there? Can you find the octave for G? F? D#? What do you notice about the pattern on a piano? The layout is the same for every octave, making it easier to locate the octave. Can you sing an octave higher than a note played on the piano? Can you sing an octave lower?</p>	<p>high/highest, low/lowest, pitch, glockenspiel, sequence, pattern, repeated pitches, notes, composer, compose, conductor, piano, octave.</p>
<p>Spring Term Composer Focus: Haydn</p>	<p>Tempo: I can understand getting faster and slower</p> <p>Instrumental: I can choose and play patterns with increasing confidence.</p> <p>Composing and Improvising: I can choose, create and order sounds to show simple contrasts</p> <p>I can begin to invent symbols to represent sounds and simple rhythms</p>	<p>To know that tempo means getting faster and slower</p> <p>To know how to copy a rhythm</p> <p>Duration: To begin to understand that notes can have different values. (crotchet, quaver, minim, semi quaver)</p> <p>To know how to maintain a melody whilst other children sing a different melody</p>	<p>Note value equivalents!</p> <p>Fly = crotchets = 1 beat Snail = minim 2 beats Quaver = spi-der 2, half beats.</p> <p>How many flies (crotchets) is 4 spiders (quavers)? = 2 crotchets.</p> <p>How many spiders (quavers) is 3 flies (crotchets)? = 6 quavers.</p> <p>How many snails (minims) is 6 flies (crotchets)? = 3 minims.</p>	<p>Syllable, rhythm, dynamics, djembe drum, vibrations, echo, staff notation, note values.</p>

Music Scheme of Work: EYFS

<p>Summer Term Ludvig Beethoven</p>	<p>Instrumental: I can copy and match simple patterns in 4 metre. (beats/time signature).</p> <p>Dynamics: I can understand getting louder and softer in finer graduations (implicitly)</p> <p>Vocal: I can begin to sing rounds and partner songs, maintaining my own part. (Singing recorder music as well as playing it on the recorder)</p> <p>Improvising and composing: I can choose and order sounds within simple structures such as beginning, middle and end.</p> <p>Staff Notation (musical notation): I can begin to recognise that positioning represents pitch</p>	<p>To know how to hold a recorder correctly</p> <p>To know how to blow a recorder using 'tonging'</p> <p>To know how to play B, A, G, C, D F# on a recorder</p> <p>To play different rhythms on a recorder</p>	<p>Composition: Using everything that the children have learnt, can the children compose their own piece of music on the recorder? Can you include steps, leaps, repeated patterns? Can you write your composition using staff notation?</p> <p>History of composers: Listen to a range of recorder music and how a recorder has evolved over the centuries. https://www.yamaha.com/en/musical_instrument_guide/recorder/structure/structure002.html</p> <p>https://www.youtube.com/watch?v=-Cs3Hr3gWHg&ab_channel=MarkusZahnhausen</p> <p>https://www.youtube.com/watch?v=8Uf7ZhBA0S4&ab_channel=ConcertoBerlin</p>	<p>slur Tacet Staccato Legato Crotchet rest Minim Minim rest Semibreve rest Pitch Staff Crotchet Semibreve Semibreve rest</p>
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