



# St Cuthbert's Learning Organiser: Music

## Early Years Foundation Stage

K Turnbull



Autumn	Spring	Summer
<p><b>Nursery Rhymes</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>*To join in with simple songs and rhymes</li><li>*To remember and sing an entire song</li><li>*To follow and join in with actions</li><li>*To listen with increased attention to sounds</li><li>*Sing the pitch of a tone sung by another person</li><li>*Sing the melodic shape of familiar songs</li><li>*Create their own song or improvise a song around one they know</li></ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>*I know a range of songs and rhymes.</li><li>*I know how to add actions when performing songs.</li><li>*I know that we can make lots of different sounds with our voice, body and musical instruments.</li><li>*I know that I can use my imagination to make my own songs and rhymes or change a rhyme I know.</li></ul> <p><u>Reasoning &amp; Progression</u></p> <p>As we begin our school year we sing lots of rhymes together as this is often a familiar thing for our children. It also supports our new starters who have English as an additional language or are behind age related expectations in communication and language. We also take part in 'World Nursery Rhyme Week' every November.</p> <p>When children start with us they typically know a 'handful' of nursery rhymes. We will explore nursery rhymes in history, looking at meanings of some older rhymes and giving the children a foundation knowledge of past and present through rhymes.</p> <p><u>Core Texts</u></p> <p>Not Last Night but The Night Before</p> <p><b>EYFS Rhymes to Learn:</b> 1. Twinkle Twinkle 2. Baa Baa Black Sheep 3. Hickory Dickory Dock 4. Humpty Dumpty 5. Incy Wincy Spider 6. Row Row Row Your Boat 7. Finger Family 8. 1,2,3,4,5... 9. 5 Currant Buns 10. Wind The Bobbin Up</p> <p><b>History inspired:</b> Wee Willy Winkie, Polly put the kettle on, Hickory Dickory Dock, London Bridge</p>	<p><b>Music and Movement</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>* Move to music – trying to do so in time to the music.</li><li>* Show awareness of beat and rhythm</li><li>* Talk about music, expressing feelings and responses</li><li>* Talk about dance and performance art</li><li>*Carry out a sequence of movements including in response to music.</li><li>*Perform solo or collaboratively.</li></ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>*I know that I can move my body in different ways.</li><li>*I know that I will move my body in different ways in response to the music I hear.</li><li>*I know that I can use my body to create different sounds.</li><li>*I know that you can link movements to sounds.</li></ul> <p><u>Reasoning &amp; Progression</u></p> <p>Building on their previous learning in which they have developed an understanding of rhythm and a knowledge of music and song, the children will learn how movement is used as an expressive response to music and that different types of dance are linked to different events and types of music. This topic will link closely with science in which we explore life cycles and growing. Children can use music and movement in response to these.</p> <p><u>Core Texts</u></p> <p>Tadpole's Promise The Very Hungry Caterpillar Jack and The Beanstalk Jasper's Beanstalk <b>Music:</b> The Ugly Bug Ball</p> <p><u>Cross Curricular Links</u></p> <p><b>Physical Development:</b> Dance, sequence, coordination, rhythm <b>Science:</b> Life cycles, growing and changing and our natural world</p> <p><u>Cultural Capital</u></p> <p>Learn about Dragon and Lion Dances for Chinese New Year 'More Than Dance' Workshop</p>	<p><b>Musical Composition and Performance</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"><li>*I can create sound with a range of instruments</li><li>*I can copy, repeat or follow a beat and rhythm</li><li>*I use a colour code to create and read music</li><li>*I can share my creations with others.</li><li>*I talk about the music I make and the music I listen to.</li><li>*I can perform as part of a group or on my own</li></ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>*I know that I can create different sounds with different instruments.</li><li>*I know I can play instruments differently to produce a range of sounds.</li><li>*I know that I need to follow a sequence in order to play a familiar song.</li></ul> <p><u>Reasoning and Progression</u></p> <p>Building on all prior musical learning, children will have built confidence and knowledge in naming and using musical instruments. This topic moves on from tapping out simple beats to creating a composition where children can explore putting sounds together to create their own piece and following a colourful composition (colour code) to play a familiar nursery rhyme.</p> <p><u>Core Texts</u></p> <p>Twinkle Twinkle Little Star Baa Baa Black Sheep</p> <p><u>Cross Curricular Links</u></p> <p><b>Computing:</b> creating/following a sequence of instructions</p> <p><u>Cultural Capital</u></p> <p>Inviting parents in with a musical talent they can share. Watching a performance from a class 3 violin group</p>

### Cross Curricular Links

**Communication & Language:** Learn rhymes poems and songs.

**History:** Past and Present

### Cultural Capital

Parents and grandparents invited in to share a nursery rhyme they remember from their childhood.

Partake in 'World Nursery Rhyme Week'.

Visit a care home to sing nursery rhymes together.

### Vocabulary

Song / Rhyme / Sing / Perform / Voice / Tone / Pitch / Music / Body Percussion / Musical Instruments: maraca, boom whackers, tambourine, triangle, xylophone, glockenspiel.

Rhyming: "When a word sounds nearly the same."

### **End Points**

### Nursery

- Sing a large repertoire of songs, singing and remembering entire songs.
- Sing the pitch of a tone and melodic shape of a familiar song.
- Create their own songs.
- Play instruments with increasing control.

### Reception

- Sing a range of well-known nursery rhymes and songs.
- Perform as a group or on their own
- Explore music making.

### Vocabulary

Listen / Respond / Express / Feelings / Mood / Ballet / Ballroom / Freestyle / Street / Highland / Irish / Line / Tap / Ice-Skating / Fast / Slow / Upbeat / Loud / Quiet

### **End Points**

### Nursery

- Respond to what they have heard.
- Express thoughts and feelings.
- Explore movement in different ways
- Perform their ideas

### Reception

- Demonstrates imagination in their response to music.
- Express their feelings to music through dance.
- Try to move in time to the music.
- Perform a sequence of movements.

### Vocabulary

Compose / Sequence / Pattern / Perform / Beat / Pulse / Rhythm /

### **End Points**

### Nursery

- Can make a range of sounds with a range of instruments
- Can begin to follow a sequence when playing an instrument
- Is able to perform and talk about their music.

### Reception

- Can follow a colourful composition to create their own music.
- Begins to follow a colourful composition to play a familiar song.
- They can talk about their own music and the music they hear.
- They are able to perform solo and/or collaboratively.