

Music and Expressive Arts

Overview



Expressive arts and design				Year One	
Nursery		Reception		National curriculum objectives:	
EYFS Objectives (22-36mths) <ul style="list-style-type: none"> Joins in singing favourite songs Creates sounds by banging, shaking, tapping or blowing Shows an interest in the way musical instruments sound. (30-50): <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games Sings a few familiar songs Beginning to move rhythmically Imitates movement in response to music Taps out simple repeated rhythms Explores and learns how sounds can be changed Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms 		EYFS Objectives (40-60+mths) <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances Explores the different sounds of instruments Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. Exceeding Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.		<ul style="list-style-type: none"> Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 2 Play tuned and untuned instruments musically. Mu 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	
Key Knowledge/skills: To know and be able to sing eight nursery rhymes by heart To copy a simple repeated rhythm by banging, shaking, tapping or blowing To move when music is playing and stop when it stops		Key Knowledge/skills: To learn and sing a song related to each topic Play and move in time to a beat To create loud and quiet noises on different untuned instruments To use untuned instruments to associate a sound to a word (eg hitting a drum to represent thunder)		Key Knowledge/skills: To learn and sing a song related to each topic with light, shade and expression Name key percussion instruments including (but not exclusive) triangle, tambourine, drum, bells, maracas, and be able to explain how each one is played Represent sounds with drawings	
Key Vocabulary: Song, Sing, Music, Tune, Tap, Bang, Shake, Blow,	Topic/½ term: Why is water wet? Can we explore it? Are eggs alive? Do dragons exist? Can we explore it? Why do you love me so much? Why can't I have chocolate for breakfast? Continuous provision	Key Vocabulary: Instrument, Play an instrument Sound, Noise, Rhyme, Beat, Lullaby, Sounds, Movement	Topic/½ term: Do you want to be friends Aut 1 What happens when I fall asleep? Aut 2 Do cows drink milk Spr 2 Who lives in a rock pool? Sum 2	Key Vocabulary: Lyrics, Percussion, Sound effect Fast/slow, Soft/loud, Rhythm Melody, Tempo, Pitch, Dynamics	Topic/½ term: Dinosaur Planet Aut 1 (Mu1, Mu2) Moon Zoon Aut 2 (Mu1, Mu4) Big Lights Big City Spr 1 (Mu1) Paws Claws and Whiskers Spr 2 (Mu2) Superheroes Sum 2 (Mu4)

Year Two		Year Three		Year Four	
National curriculum objectives: <ul style="list-style-type: none"> Mu 2 Play tuned and untuned instruments musically. Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 3 Listen with concentration and understanding to a range of high-quality live and recorded music. 		National curriculum objectives: <ul style="list-style-type: none"> Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Mu 2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Mu 3: Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu4: Use and understand staff and other musical notations</p>		National curriculum objectives: <p>Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Mu 2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Mu5: Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>MU6: develop an understanding of the history of music</p>	
Key Knowledge/skills: To sing songs with verses and chorus To be able to sing and perform a song in a round To use tuned and untuned instruments to make sound effects to a story or poem		Key Knowledge/skills: Name tuned instruments including (but not exclusive) violin, trumpet, piano, guitar, cornet, clarinet, recorder, flute and be able to say which section of an orchestra they belong to. To use written symbols to represent sounds		To sing a song in two part harmony To compose a piece of music to tell a story or poem, and use symbols to create a score Traditions/composer or musician?	
Key Vocabulary: Tuned/untuned, Dramatic, effect, Musically, Chants, Rhymes, Raps, Pace, Volume, Emotion, Rock Pop, Reggae, Opera, Audience	Topic/½ term: Wriggle and crawl Spr 2 (Mu2) Bounce Sum 1 (Mu1, Mu3) Land Ahoy Sum 2 (Mu1)	Key Vocabulary: Compose, Texture, Duration, Structure, Wind/Brass/String/Percussion, Conductor, Layers of sound, Score Expression	Topic/½ term: Mighty Metals Aut 2 (Mu1) Tremors Sum 1 (Mu2, Mu1) Heros and Villains (Mu3, Mu4) Enrichment: Musicianship programme Aut 1 Singing strategy Sum 1 and 2	Key Vocabulary: Syllabic pattern, Intonation Composers, Live and recorded music, Tradition and culture, Dynamics, Timbre, Interpret, Identification, Accompaniment, Pulse Improvise,	Topic/½ term: Traders and Raiders Aut 1 (Mu1) Road trip USA Aut 2 (Mu 5) Misty Mountain Sierra Spr 1 (Mu2) Potions Spr 2 (MU2) Burps, Bottoms and Bile Sum1 (Mu2) Playlist (Mu5, Mu6) Enrichment: Singing strategy Sum 1 and 2