



Laying the foundations for Music

ELG: Expressive Arts and Design (Being imaginative and expressive)

Children at the expected level of development will:

- 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 with music.

ELG: Communication and Language (Listening, attention and understanding)

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Communication and Language (Speaking)

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

At LCPS Pupils are taught:

- To develop a love of music.
- To learn to sing, perform and move to a range of rhymes and songs to develop their self-confidence, creativity and sense of achievement.
- To express themselves through music and movement
- To explore the sounds that can be created with their voice, everyday/natural objects and instruments.
- During whole class discussions and small group interaction to listen attentively and respond to what they hear.

Links to the NC	Little Learners 2 Year olds and N1 learn to:	Nursery 3 and 4 year olds learn to:	Reception In Reception children learn to:
Singing	<p>Children engage in daily rhymes and are expected to know <u>TWO</u> rhymes by the end of academic year.</p> <ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally & physically to music. • Move and dance to music. • Anticipate phrases & actions in rhymes & songs. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Make rhythmical and repetitive sounds. • Watch someone's face as they talk. (C&L) • Use the speech sounds p, b, m, w. (C&L) • Take part in finger rhymes with numbers- up to 3.(M) 	<p>Children engage in daily rhymes and are expected to know <u>FOUR</u> rhymes by the end of academic year.</p> <ul style="list-style-type: none"> • Listen with increased attention to sound. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tune sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Use a wider range of vocabulary. (C&L) 	<p>Children engage in daily rhymes and are expected to know <u>FIVE</u> rhymes by the end of academic year.</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) • Create their own songs, or improvise a song around one they know. • Learn and use a wide range of new vocabulary. (C&L)

Un-tuned percussion	<ul style="list-style-type: none"> • Explore a range of sound-makers and instruments and play them in different ways. • Repeat actions that have an effect.(UTW) • Clap and stamp to music.(PD) 	<ul style="list-style-type: none"> • Explores instruments and is beginning to name them (drum, tambourine, triangle...) • Beginning to play a given instrument to a simple beat 	<ul style="list-style-type: none"> • Selects own instruments and plays them in time to music. • name a wide variety of instruments (including chime bars, piano, maraca, guitar) • Compose own simple tunes and creates sound effects. • Plays a given instrument to a simple beat
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