



Caversham Park Primary School Reception Curriculum

Expressive Arts and Design: Music

Key Knowledge:

Instruments

- To know that there are different ways of playing an instrument - shaking, tapping, scraping and name these.
- To know the names of some simple instruments such as drum, triangle, tambourine, glockenspiel, maraca
- To know how to hold an instrument correctly and how to play it with care.

Key elements

- To know the term pulse and be able to move, sway, clap or tap to the pulse.
- To know how to respond to words such as faster, slower, higher, lower with our bodies and with instruments.
- To begin to know the difference between fast and slow, loud and quiet, high and low.
- To know that sounds can be shown in pictures such as large pictures for loud sound and small pictures for a quiet sound.
- To become familiar (but not to use yet) the terms rhythm, pitch and tempo

Key Skills:

Singing:

- To sing simple rhymes and chants with a sense of melody.
- To sing songs and experiment with ways of changing them or make up their own.

Listening

- To imitate movement in response to music - moving faster or slower, jumping for loud sounds - and respond to changes in movement.
- To listen and respond physically or verbally to music. e.g. "This song sounds like dinosaurs"

Exploring

- To explore how sounds can be made on untuned instruments and found instruments through shaking, tapping, scraping.
- To experiment with tuned instruments.
- To begin to recognise and distinguish between high and low, fast and slow, loud and quiet.
- To tap out simple repeated rhythms to accompany the syllables in words
- To make up new rhythms with body percussion or instruments.
- To create simple sound effects in response to stories or pictures.

Vocabulary:

shake, scrape, tap, tuned, untuned, pulse, rhythm, melody/tune, loud quiet, fast, slow, high, low. Names of common instruments- drum, triangle, glockenspiel, maraca, tambourine. Become familiar with (but not use) pitch, tempo, dynamics.

Literature:

Carnival and the Animals.
Kitchen Disco
Musical Mac- Kearney, Brendan links to perseverance.
Giraffes can't dance - also link to PSED.

Enrichment:

Explore sounds outdoors - go on a sound walk.
Record what they can hear.
Theatre trip to panto.
Visiting musicians, singers, performers
Nativity performance.

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| <p>Adult Directed:</p> <ul style="list-style-type: none"> • Small group and whole class music focus sessions. • Assemblies | <p>Continuous Provision:</p> <ul style="list-style-type: none"> • Music area with CD player, CDs and range of instruments • Adults in the provision supporting children with music development. | <p>Enhanced Provision:</p> <ul style="list-style-type: none"> • Ribbons and scarves • Rhythm strips • Musical instruments picture and number cards • Books as appropriate • Resources in creative are to make own instruments. • 'household' objects for making music, e.g. pots and wooden spoons. • Bring the Noise games on IWB • Recording devices. |
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Assessment (ELGs)

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| <p>Prime Areas:</p> <p>Personal, Social, Emotional Development</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Work and play cooperatively and take turns with others; • Show sensitivity to their own and to others' needs <p>Physical Development</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing; • Move energetically • Use a range of tools <p>Communication and Language:</p> <ul style="list-style-type: none"> • 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; | <p>Specific Areas:</p> <p>Expressive Arts and Design - being imaginative and creative</p> <ul style="list-style-type: none"> • 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. <p>Expressive Arts and Design - creating with materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, <u>tools and techniques</u>, experimenting with colour, design, texture, <u>form and function</u>. • Share their creations, explaining the process they have used |
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Progression

Autumn

- Remember and sing entire rhymes from memory.
- Know how to hold an instrument correctly and play it with care.
- Play instruments with increasing control and know that they can be played in different ways.
- imitate movement in response to music
- Play instruments along with music.
- know the term pulse and be able to move, sway, clap or tap to the pulse.

Spring

- To sing simple rhymes and chants keeping in time with others.
- respond to words such as faster, slower, higher, lower with our bodies and with instruments.
- Name common percussion instruments in my classroom.
- Use and respond to sounds shown as pictures e.g. large circle for a loud sound.
- become familiar (but not to use yet) the terms rhythm, pitch and tempo

Summer

- Sing with a sense of melody
- To sing songs and experiment with ways of changing them or make up their own.
- Make own music - making/ following rhythms.
- experiment with tuned instruments.
- create simple sound effects in response to stories or pictures
- Talk about musical performances and express feelings and responses.