**Being Imaginative and Expressive – Music**

**2-Year-Olds**

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| **Pupils will be taught to:** | **Activities** |
| **Listening:**  **Show attention to sounds and music.**  **Anticipate phrases and actions in rhymes and songs.**  **Respond emotionally and physically to music when it changes.** | \* Children will be provided with a range of different types of singing, sounds and music from diverse cultures. Music and singing will be live as well as pre-recorded. The children will be invited to listen to music with different: dynamics (loud/quiet), tempo (fast/slow), pitch (high/low) and rhythms (pattern of sound) and encourage the children to listen carefully to it. Encourage them to respond to changes in the music by making noises or moving their body.  \* Each session, include songs and rhymes which encourage the children to anticipate phrases or actions, such as,‘Roly, poly…faster!’. |
| **Singing:**  **Explore their voices.**  **Join in with songs and rhymes.**  **Take part in action songs.** | \* Each session, include songs to go with routines, for example, when saying hello, or when getting coats on. Encourage the children to join in singing these songs.  \* Introduce children to a broad selection of action songs from different cultures and languages. Sing songs regularly so that children learn the words, melody and actions off by heart. |
| **Making Music:**  **Explore a range of sound-makers and instruments and play them in different ways.**  **Make rhythmical and repetitive sounds using body, sound makers and instruments.** | \* Provide children with a basket of instruments for the children to explore what sounds they can make. Rotate the instruments regularly so that the children experience a wide variety, including instruments from other cultures.  \* Demonstrate making music with ‘found objects’, for example, tapping a spoon on a toy pan or running a twig along a fence and encourage the children to join in and experiment with other ways to make sounds.  \* Model making simple repetitive sounds with percussion instruments or found objects and invite the children to copy the rhythm. |

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| **Curriculum Intent:**  The pupils will:   * Listen carefully and respond to songs and music. * Make their own sounds using their voice, instruments and ‘found objects’. * Join in singing familiar songs and performing actions. * Make rhythmical sounds. | |
| **Skills:**  \* Listening attentively  \* Learning new songs  \* Performing actions  \* Making sounds with instruments and found objects | **Continuous provision:**  \* Range of percussion instruments including those from other cultures  \* ‘Found objects’ to be used as sound makers  \* Nursery rhyme books  \* ‘Music wall’ outdoors  \* Access to recorded and live music |
| **Knowledge:**  The children will know:  \* A range of songs and rhymes, including action songs and songs from other cultures.  \* How to make sounds using their voice, instruments and found objects.  \* How to tap a simple repeated rhythm. | **Key Vocabulary:**  Sing, song, actions, tap |