**Being Imaginative and Expressive – Music**

**Nursery**

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| **Pupils will be taught to:** | **Stage 1 Activities** | **Stage 2 Activities** | **Stage 2 Activities** |
| **Listening & Responding:**  **Listen with increased attention to sounds.**  **Respond to what they have heard, expressing their thoughts and feelings.** | Each session, play a short piece of music for the children to listen to. Provide music from a range of genres and cultures. Encourage them to listen carefully, asking questions such as ‘Can you hear the drums?’. Invite them to respond to the music through body movements as it plays, and discussion once the piece has finished. Ask the children how the music makes them feel, or what it makes them think about. | | |
| **Singing:**  **Remember and sing entire songs.**  **Sing the pitch of a tone 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.** | \* At regular points in the session, sing familiar songs and nursery rhymes and encourage the children to recall and sing them back. For example, at registration sing the hello song and days of the week and weather songs, the tidy up song and goodbye song before the session ends.  \* Include a singing session after story time at the end of each session and use this time to practise familiar songs and learn new songs. | | |
| **Pitch**  \* Encourage the children to join in singing songs with a smaller pitch range at first, in order to support them to pitch match.  \* Extend to songs with a bigger pitch range, such as traditional nursery rhymes, as the children become more competent with matching pitch. | **Melody**  \* Initially, when teaching the children the melody of a song, use songs without words, for example, using one-syllable sounds such as ‘ba’.  \* Introduce songs with moving melodies.  \*Model clapping or tapping to the pulse of songs or music and encourage children to do this. | **Nursery’s Got Talent**  \*Set up a performance area in the classroom and encourage the children to make up their own song, or adapt a familiar song, and perform it on ‘stage’ for their friends and teachers.  \* Hold a ‘Nursery’s Got Talent’ event and record the children performing their own songs. Play the recordings back to the children. |
| **Making Music:**  **Play instruments with increasing control to express their feelings and ideas.** **Listen with increased attention to sounds.**  **Respond to what they have heard, expressing**  **their thoughts and feelings.** | **Introducing Instruments**  \* Invite the children to explore a wide range of different instruments, from a range of cultures.  \* Model playing instruments in different ways and encourage the children to experiment with different ways of playing instruments. | **The Bear and the Piano**  \* Share the story ‘The Bear and the Piano’ by David Litchfield and talk about how the bear feels when he plays music for his friends. Set up an electronic keyboard in the classroom and invite the children to explore it by trying out the different function and keys. Encourage them to create their own music. | **Composing**  \* Invite the children to create their own music using an app on the iPads such as Loopimal, Sesame Street Makes Music or Kapu Bloom Tunes. |

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| **Curriculum Intent:**  The pupils will:   * Sing a range of familiar songs, including nursery rhymes. * Begin to match pitch. * Sing the moving melody of a familiar song * Create their own songs and music using voice and instruments. | |
| **Skills:**  \* Listening  \* Responding to sound  \* Matching pitch  \* Following melody  \* Recognising pulse  \* Composing with instruments  \* Performing | **Continuous provision:**  \* Range of percussion instruments including those from other cultures  \* Nursery rhyme books  \* ‘Music wall’ outdoors  \* Access to Ipads |
| **Knowledge:**  The children will know:  \* A range of songs and nursery rhymes.  \* How to match pitch.  \* How to change the sound of an instrument. | **Key Vocabulary:**  Sing, song, instruments, perform, tune |