



# Moorside Primary School

## Early Years Music Overview

<b>Duration (Pulse and Rhythm)</b> Copy simple rhythms based on words. 'I like sausages' Move in time to the pulse of the music. To develop awareness of sounds and rhythms To distinguish between sounds and to remember patterns of sound To be able to identify which classroom instruments create long or short sounds. To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	<b>Pitch</b> To be able to respond to obvious changes in pitch by hearing a piece of tuned percussion Recognise and broadly control changes in pitch when singing
<b>Dynamics</b> To be able to respond to obvious changes in dynamics by copying or visual signals To be able to create loud and quiet sounds using the voice, body percussion and instruments Recognise and broadly control changes in dynamics when playing instruments and vocally	<b>Tempo</b> To be able to respond to obvious changes in tempo by copying or visual signals To be able to create fast and slow sounds using the voice, body percussion and instruments Recognise and broadly control changes in tempo when playing instruments and vocally
<b>Texture</b> To experience unison and 2-part textures through singing in whole school assemblies and listening to music	<b>Timbre</b> To be able to match instruments to sounds and identify the name of the instrument To experience and develop awareness of sounds made with instruments and noise makers and bodies (tappy, shakey, scrapey) To listen to and appreciate the difference between sounds made with instruments (metal, wood, plastic) and control changes and ways they can be played
<b>Structure</b> Experience a range of structures through simple songs and musical activities. Through composed and standard pop song	<b>Performing</b> Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. Being imaginative: They represent their own ideas, thoughts and feelings through music Perform solo or duet in front of class (singing)
<b>Composing and Arranging</b> Choose and order sounds to achieve a particular musical purpose (add sound effects to a story) Exploring and using media (sequencing apps) and materials: Children sing songs, make music and dance, and experiment with ways of changing them. Being imaginative: They represent their own ideas, thoughts and feelings through music	<b>Listening and Appraising</b> To be able to listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)  Aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut)
<b>Technology</b> To experience use of simple music technology (recognising music icons, triangle = play) and experience creating music via sequencing apps. To make and listen to recordings of own voice (and manipulate – make slower/higher), and other classroom sounds, musical instruments etc and comment upon/respond when listened back.	<b>Vocal Skills</b> To explore using their voice in different ways (e.g. animal sounds, whispering, singing, speaking) Using various speeds, pitches, volumes.
<b>Notation</b> To respond to simple visual cues (e.g. 4 spots = 4 taps on the drum) Suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear)	