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| **EYFS Music** | | |
| **Term 1.1**  **Exploring Sound** | | |
| Vocabulary | Knowledge | Objectives |
| * Voice * High * Low * Rhythm * Beat * Tempo | To understand how to listen carefully and talk about what I hear.  To know that sounds can be copied by my voice, body percussion and instruments.  To understand that instruments can be played loudly or softly. | 1. To explore using voices to make a variety of sounds.  2. To explore how to use our bodies to make sounds.  3. To explore the sounds of different instruments.  4. To identify sounds in the environment and differentiate between them.  5. To use voices to imitate nature sounds. |
| **Term 1.2**  **Celebration Music** | | |
| Vocabulary | Knowledge | Objectives |
| * Celebration * Traditional * Harp * Cymbals * Culture * Body percussion | To know that there are special songs we can sing to celebrate events.  To understand that my voice or an instrument can match an action in a song.  To recognise that different sounds can be long or short. | 1. To learn about music from another culture, particularly when related to the festival of Diwali.  2. To learn about music from another culture, particularly when related to the festival of Hanukkah.  3. To learn about music from another culture, particularly when related to the festival of Kwanzaa.  4. To learn about traditional Christmas music.  5. To suggest appropriate actions to match song lyrics. |
| **Term 2.1 Music and Movement** | | |
| Vocabulary | Knowledge | Objectives |
| * Beat * Music * Pulse * Composer * Tempo * Perform | To know that the beat is the steady pulse of a song.  To recognise music that is ‘fast’ or ‘slow.’  To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. | 1. To understand why songs have actions.  2. To explore beat through body movement.  3. To explore beat through body movement.  4. To explore pitch and tempo through scarf dancing and body movement.  5. To perform action songs to a small audience. |
| **Term 2.2**  **Musical Stories** | | |
| Vocabulary | Knowledge | Objectives |
| * Dynamic * Lyrics * Melody * Tempo * Percussion * Compose | To understand that a piece of music can tell a story with sounds.  To know that different instruments can sound like a particular character.  To understand what 'high' and 'low' notes are. | 1. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.  2. To use actions to retell a story to music.  3. To learn how instruments can represent a certain mood, character or action.  4. To create a musical story based upon a familiar routine.  5. To create a musical story based upon a familiar routine. |
| **Term 3.1**  **Transport** | | |
| Vocabulary | Knowledge | Objectives |
| * Fast * Slow * Speed * Symbols * Slower | To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).  To know that the beat is the steady pulse of a song.  To recognise music that is ‘fast’ or ‘slow.’ | 1. To explore creating sound effects.  2. To explore making sounds at different speeds.  3. To explore moving to different tempos.  4. To interpret symbols to show a change in speed.  5. To interpret a simple score to show tempo changes. |
| **Term 3.2**  **Big band** | | |
| Vocabulary | Knowledge | Objectives |
| * Band * Orchestra * Dynamic * Conductor * Brass * Wind * Strings | To know that an orchestra is a big group of people playing a variety of instruments together.  To know that music often has more than one instrument being played at a time.  To understand that performing means playing a finished piece of music for an audience. | 1. To discuss what makes a musical instrument.  2. To learn what an orchestra is.  3. To copy and follow a beat.  4. To experiment with playing tuned and untuned instruments.  5. To choose appropriate instruments to represent different parts of a song. |