**Expressive Arts and Design/Music Class 1 Long Term Plan**

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| **Characteristics of Effective Learning** | | |
| **Playing and Exploring – Engagement**   * Finding out and exploring ✓ * Playing with what they know ✓ * Being willing to ‘have a go’ ✓ | **Active Learning – Motivation**   * Being involved and concentrating ✓ * Keeping on trying ✓ * Enjoying achieving what they set out to do ✓ | **Creating and Thinking Critically – Thinking**   * Having their own ideas (creative thinking) ✓ * Making links (building theories) ✓ * Choosing ways to do things (critical thinking ✓ |

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| **Area of Music**  **Areas of Development Matters and ELG being worked towards.** | **The knowledge and skills that the children will develop through Nursery and Reception** |
| **Perform**  Working towards meeting ELGs:  **Being Imaginative & Expressive:** 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. | **Singing / Voice**  I can experiment with changing my voice with different tempos, pitch, and dynamics.  I can sing part/ most of some familiar songs. I know some of the words.  I can sing in a small group.  **Singing / Voice**  I can join in with singing songs with changes to pitch, tempo, or dynamics.  I can sing a whole familiar nursery rhyme and familiar song.  I can sing in a group and keep in time.  I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch.  I can sing in a group and match the pitch and follow the melody.  I can sing in tune and keep to the beat. |
| **Compose**  Working towards meeting ELGs:  **Being Imaginative & Expressive:** 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. | **Exploring and playing instruments**  **Compositions of music**  I can copy and join in with a simple beat on a percussion instrument.  I can describe the sounds that I make in simple terms such as loud, quiet, fast, or slow.  **Exploring and playing instruments**  **Compositions of music**  I can play an instrument in time to a simple piece of music.  I know how to play a wide range of percussion instruments.  I can create suitable sound effects to match a given theme/story.  I can experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo.  I can play a simple composition by following a sequence of some simple symbols, pictures or patterns  I can show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch.  I can compose, adapt, and play my own composition/tune using simple symbols, pictures or patterns.  I am beginning to record my own composition in pictures/symbols.  With support begin to create short musical patterns of my own.  I can use symbols to represent composition with support. |
| **Describe**  Working towards meeting ELGs:  **Being Imaginative & Expressive:** 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. | **Listening and responding to Music**  I respond when I listen to music.  I can talk about how music makes me feel.  I can listen to songs/music with changes to pitch, tempo, and dynamics.  I can respond to changes in the dimensions of music.  **Listening and responding to Music**  I can talk about emotions in the music, e.g., This music sounds happy, sad, or scary.  I can listen to pieces of music and recognises some familiar instruments that are playing.  I can express my opinion on a piece of music.  I can talk about what a piece of music reminds me of. |
| **Vocabulary**  **Nursery:** Music, song, beat, sing, loud, quiet,  **Reception:** song, cymbal, accompany, tune, shaker, improvise, steady beat, conduct, high [sounds], percussion, conductor, low [sounds], tambourine, perform, chant, triangle, present [performance], compose drum, applause, soundscape, evaluate, sequence, listen, fast, slow, gentle, near, far, audience | |
| **Other areas of the EYFS that Music will enable the children to work towards meeting at the end of Nursery:**  **Expressive arts and design:** Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  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.  Play instruments with increasing control to express their feelings and ideas.  **Communication and language:** Sing a large repertoire of songs.  **Physical Development:** Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  **Personal, Social and Emotional Development:** Select and use activities and resources, with help when needed.  This helps them to achieve a goal they have chosen, or one which is suggested to them  **Other areas of the EYFS that Music will enable the children to work towards meeting in reception will be:**  **Expressive arts and design:** Listen attentively, move to and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups.  **Communication and language:** Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.  **Other areas of the EYFS that Music will enable the children to work towards meeting ELGs:**  **Listening, Attention & Understanding:** 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;  Make comments about what they have heard and ask questions to clarify their understanding;  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  **Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  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.  **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  Explain the reasons for rules, know right from wrong and try to behave accordingly;  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **Building Relationships:** Work and play cooperatively and take turns with others;  Form positive attachments to adults and friendships with peers;  Show sensitivity to their own and to others’ needs. | |

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| **What you might see children doing**  • Interacting, communicating and expressing their feelings through music.  • Working collaboratively and independently both indoors and outside.  • Being actively involved in musical projects linked to their interests.  • Exploring/developing skills which have previously been taught by an adult.  • Singing to themselves and with others.  • Moving in time to music or a beat.  • Talking about what they and others have created in music.  • Exploring a wide range of age appropriate musical instruments which they can select themselves.  • Responding musically to what they see, hear, feel and experience.  • Having opportunities to work alongside adults to learn new skills and consolidate learning.  • Talking about music they have listened to or created.  • Representing graphically music they have recorded or created.  • Having fun listening to and responding to different types of music.  • Making their own musical instruments.  • Playing aloud for others and taking part in performance.  • Mirroring and copying sounds made by others.  • Exploring and making sounds with their bodies and with their voices.  • Using simple music making and recording equipment.  • Music making on the move by transporting resources into other areas of provision. |

Green = 3 and 4-year-olds Blue = Reception Black = ELG