

Music Overview - Nursery 2020 -2021

Autumn	Spring	Summer
<p>Music development - hearing and Listening</p> <p>Describes music, e.g. "scary music, angry music, happy music". Can identify specific sounds in the environment e.g. sounds of cars, running water.</p> <p>Explore ways of encouraging active listening; moving with music or painting/drawing with music may support children to listen; listening in large groups/small groups/individually. ☐ Encourage children to use verbal and physical language to describe sounds and music.</p> <p>Music development - Vocalising and singing</p> <p>Vocalises in a free-flowing way within their play, e.g. whilst painting or playing with clay. ☐ Sings and chants with and to others. ☐ Reproduces songs in individual ways. ☐ Plays with familiar songs, often piecing together parts of different songs. ☐ Sings to and with toys, props, resources. ☐ Sings in their dramatic role play, e.g. singing phrases such as "dinner's ready" or "let's go". ☐ Repeats phrases of songs. ☐ May sing an entire song</p> <p>Music development - moving and dancing</p> <p>Moves in response to rhythms heard played on instruments e.g. a drum. This could be small movements e.g. moving fingers in</p>	<p>Music development - hearing and Listening</p> <p>Song/piece of music per week that is played once per day and encourage children to listen.</p> <p>Play sound-matching games, Encourage children to listen to a wide range of music</p> <p>Music development - Vocalising and singing</p> <p>Singing with different pitch (high/low) Play mouth exercise games and vocal warm up games before singing. Copy children's vocal sounds.</p> <p>Music development - moving and dancing</p> <p>Place instruments in different formations Use instruments within play Tapping a drum with hands or tapping rhythm sticks together require different physical skills. games that encourage children to play instruments in different ways, e.g. passing a tambourine quietly around a circle</p>	<p>Music development - hearing and Listening</p> <p>Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. ☐</p> <p>Use a wide range of music genres to support children to keep their ears open. Recording devices and invite children to be musical detectives to capture sounds into their recording devices. Learn who wrote the music, where the music is from. Matches music to pictures/visual resources. Describes the sound of instruments e.g. scratchy sound, soft sound. Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music.</p> <p>Music development - Vocalising and singing</p> <p>Include children's favourite songs within singing times, whether this be songs from home or songs learnt at the setting. ☐ Create song stories with children, e.g. offer them a first line of a song and ask them to continue the song. ☐ Invite children to suggest songs to sing in groups and value their ideas, whether this be nursery rhymes, pop songs, songs from home or their own creations. ☐ Play circle song games and group games, e.g. songs with parachutes, partnering songs e.g. "Row, Row". ☐ Invent a singing puppet that sings; invite children to be the puppet's singing voice.</p> <p>Music development - moving and dancing</p> <p>☐ Claps or taps to the pulse of the music</p>

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<p>response to sounds or large movements such as jumping.</p> <p>Play instruments and movement games.</p>		<p>Claps or taps to the pulse of the song</p> <p>Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar.</p> <p>. Listen carefully to the sound of an instrument and move in response.</p> <p>Clapping or tapping to the song they are singing or music they are listening to.</p> <p>Various pieces of music to listen to</p>
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