Learning Overview: Music (EYFS and KS1)

Performing (Singing and Instruments)		
	EYFS	**KS1**
Knowledge	• To know that the singing voice differs from the speaking voice • To know that the singing voice is a musical instrument • To know that the singing voice can produce loud sounds and quiet sounds • To know that the "thinking voice" happens without using the singing or speaking voices	• To know what is meant by higher and lower pitch • To know that pitches can match • To know that pitches often need to match • To know that the voice can produce different timbres • To know good posture and breathing improves the timbre of singing
Key Skills	Singing together Solo singing Clapping rhythms of known songs Turn taking in singing games Changing the dynamics, tempo, or pitch of known songs Performing songs with an awareness of the three core concepts: • Pitch (how high or low) • Tempo (how fast or slow) • Dynamics (how loud or quiet) Performing to an audience - **Nativity Performance**	Singing together Solo singing (within games and question and answer songs) Solo singing (children taking the lead in class) How to hold and play unpitched percussion instruments Changing the dynamics, tempo, or pitch of known songs Using unpitched percussion instruments to play rhythms of known songs Performing to an audience - **Christmas Performance**
End Points	Children can: • use their voices in different ways with increasing control • use their singing voices with increasing musicality • perform simple rhythms to a pulse	Children can: • use musical terminology to describe performances • match their singing voices to the pitches of others • use unpitched percussion instruments effectively as a group

Reading		
	EYFS	**KS1**
Knowledge	• To know that pitch can be represented with actions and pictorially, and that music can be written down • To know that pulse is different from rhythm • To know that songs can be performed at different speeds	• To know that solfa can be represented with hand signs • To know that rhythm is "the way the words go" in songs • To know the first important rhythm names are **ta** and **te-te** • To know that a silence in music is called a **rest** • To know the first three important pitch names, **so, mi,** and **la** • To know the next two pitch names, **re** and **do** • To know that these pitches are collectively called **solfa** • To know that the pulse can become faster or slower and that this is called the **tempo**
Key Skills	Showing pulse through movement Showing changes in tempo through movement Showing rhythm ("the way the words go") through movement	Showing pulse through movement Learning the stick notation symbols: **ta** and **te-te** Learning the stick notation symbol for the **ta rest** Learning solfa hand signs: **so**, **mi**, **la** Learning solfa hand signs: **re**, **do** Learning known songs in solfa Recognising known songs sung to in solfa Performing from stick notation (flashcards, 'rhythm people', lollipop sticks)
End Points	Children can: • describe music as being higher or lower with confidence • differentiate pulse and rhythm with increasing confidence • identify changes in tempo, dynamics, and starting pitch	Children can: • use the terms pitch and pitch-matching with confidence • identify changes in dynamics and tempo and describe them using terminology • recognise and sing using solfa hand signs • recognise and perform from stick notation

Composing and Improvising		
	EYFS	**KS1**
Knowledge	• To know that music can be newly created	• To know that new music can be spontaneous (improvisation) • To know that new music can be written down (composition)
Key Skills	Adapting or inventing new actions to known songs* Changing the words of known songs Singing conversations (using the singing voice in conversation instead of the speaking voice, such as sung teacher instructions)	(Continued from Reception) Adapting or inventing new actions to known songs Changing the words of known songs Singing conversations (Introduced at KS1) Writing new rhythms using lollipop sticks, on whiteboards, using 'rhythm people' Improvising four beat patterns
End Points	Children can: • create new actions for known songs • adapt song lyrics of known songs • describe how music has been changed to create something new	Children can: • create rhythms using rhythm notation • improvise rhythms with increasing confidence • identify a call and response structure

Listening			
	EYFS	KS1	
Knowledge	• To know a range of different teaching songs, recorded pieces of music, and singing games • To know that instruments produce different sounds	• To know a range of different teaching songs, recorded pieces of music, and singing games • To know subject specific terminology to describe music • To know about the orchestral families and other instruments	
Key Skills	Listening and copying Listening to learn songs Listening and responding to recorded music Listening to musical stories Listening and responding to live music Question and answer songs Recognising vocal timbre Recognising instrumental timbre Recognising rise and fall	Listening and copying rhymes and songs Recognising known songs (melody) Introducing the orchestra Recognising different instrumental families by sound alone Melodic shape Recognising pulse and tempo through movement Responding to rhythm through movement	
End Points	Children will: • develop as critical listeners • describe music with increasing confidence • access a wide variety of recorded music to support other learning	Children will: • continue to develop critical listening skills to identify: - pulse, rhythm, melodic shape, timbre, and changes to these as they appear • describe music using subject specific vocabulary • develop an understanding of musical style	
Essential Listening	Tchaikovsky, *Dance of the Sugar Plum Fairy* Saint-Saens, *Carnival of the Animals* Jessel, *Parade of the Tin Soldiers* Strauss II, *Radetzky March* Anderson, *Horse and Buggy* Offenbach, *Can-can* Mancini, *The Pink Panther Theme* Costa Papadopoulos - *Zorba the Greek* Ladysmith Black Mambazo - *Thula Mtwana* Mort Garson – *Plantasia*	**Year A** Strauss II, *Pizzicato Polka* Rossini, *William Tell Overture* Grieg, *In the Hall of the Mountain King* McDonald, *Children's Symphony (Andante)* Debussy, *Jumbo's Lullaby* Joplin, *Maple Leaf Rag* Trad. (English) *I saw three ships* Trad. (Scottish), *Highland Mary* Haydn, *Surprise Symphony (2nd Mov.)*	**Year B** Britten, *Simple Symphony (Playful Pizzicato)* Mozart, *Eine kleine nachtmusik* Trad, (Hebrew), *Nun, Gimel, Hei, Shin* Bach, *Largo from the Oboe Concerto* Price, *The Goblin and the Mosquito* Trad. (Chinese), *Xing Fu Nian*: *A Happy Year* Trad. (American), *Oh! Susanna* (Hillary Klug) Bartok, *For Children, No.5* Saint-Seans, *The Elephant*