



Key concepts (Trust intent/nc) → <i>Key driver: Lang Dev</i>	Perform/listen/review	Sing & use voices	Explore how music is created
KS1 (Y1) Composite knowledge	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the interrelated dimensions of music
Early Years Composite knowledge (by end of EYFS)	<p>ELG: Being imaginative and expressive: ^[1]_[SEP] (music element) 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</p> <p>Wilbury - make sounds with instruments – scrape, hit, shake. Start/stop/play softly/loudly?</p>		
Early Years – key learning experiences (adult led and continuous provision) (component knowledge). Music Capital in red			
	Perform/listen/review	Sing	Explore
Reception Opportunities to revisit learning and practise skills in continuous provision inside and outside – all year groups – music areas and stages for performance	DM listen attentively, move to and talk about music ... Explore and engage in music making Performing solo or in groups Introduce children to different music from around the world, including traditional and folk music from Britain Outdoor music area and stage	DM – sing in a group or on their own increasingly matching pitch and following the melody Weekly music/singing sessions with Luke Song time (term songs to learn by heart – see planning) Song sacks – adult at song time & available for children to use independently Call and response songs (e.g. kumala vista) Sing songs during everyday routines (washing hands, tidy up, get into circle)	Music area outside – range of instruments (adults to join in and support/extend) Weekly music/singing sessions with Luke
Nursery	Outdoor stage (with mic and instruments)	DM remembers and sing entire songs; ‘pitch match’; create or improvise a song around one they know	DM play instruments with increasing control to express feelings or ideas

		<p>Weekly music/singing sessions with Luke</p> <p>Song time – term songs to learn by heart – see planning</p> <p>Song sacks – adult at song time & available for children to use independently</p> <p>Sing songs during everyday routines (washing hands, tidy up, get into circle)</p>	<p>Music areas in and out – range of instruments (adults to join in and support/extend)</p> <p>Weekly music/singing sessions with Luke</p>
TWOs	<p>DM: Move and dance to music</p> <p>Daily dance/movement sessions</p>	<p>Song time – half term songs (DM join in with songs and rhymes; enjoy and take part in action songs)</p> <p>Song time – term songs to learn by heart – see planning. Include songs with one/no words (pitch matching)</p> <p>Weekly music/singing sessions with Luke</p> <p>Sing songs during everyday routines (washing hands, tidy up)</p> <p>Termly sessions with parents – action songs</p>	<p>DM explore a range of instruments and sound makers & play them in different ways</p> <p>Music areas in and out – range of instruments (adults to join in and support/extend)</p> <p>Weekly music/singing sessions with Luke</p>
Educational Programme – Expressive arts and design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
Vocabulary	TWOs	Nursery	Reception
	Shaker, Dance, Instrument, Sound, Listen, Noise	Singing voice, Quiet, Soft, Loud, Speed, Slow, Fast, Shake, Scrape, Bang	Rhythm, Pulse, Solo, Pitch, Tempo, Melody, Percussion. Shake, Scrape, Bang