

CURRICULUM OVERVIEW FOR MUSIC

	Reception	Year 1	Year 2
Autumn Term	<p>Listen and respond to sung instructions. Listen to songs sung by the teacher and children.</p> <p>Learn the word 'pitch'. Listen for differences in pitch, showing the pitch with their hands. Match the pitch of a partner.</p> <p>Learn and sing songs: Sea Saw, Cobbler Cobbler, Up and Down, Oliver Twist, Hob Shoe Hob and Pease Pudding Hot.</p> <p>Learn and recite rhymes: Teddy Bear, Soft Kitten, Chop Chop, Slowly Slowly.</p> <p>Distinguish between a song and a rhyme.</p> <p>Learn the word 'pulse' and perform actions to the pulse. Walk to the pulse. Perform songs or rhymes to a faster or slower pulse.</p> <p>Distinguish between loud and quiet and perform the pulse loudly or quietly.</p> <p>Explore different kinds of voice production.</p> <p>Learn about the thinking voice.</p> <p>Children perform songs and rhymes on their own on the singing chair.</p>	<p>Sing the hello at three different pitches.</p> <p>Respond to sung instructions last year. Learn more sung instructions.</p> <p>Revise songs and rhymes learnt last year.</p> <p>Learn new songs; Listen Listen, Little Sally Water, Star Light, Star Bright, Bye Baby Bunting, Jack in the Box and Lucy Locket.</p> <p>Learn a new rhyme, Engine Engine.</p> <p>Learn more games that develop the skills of matching pitch and performing the pulse, including walking the pulse and passing the pulse round a circles using a ball.</p> <p>Work on and perform the pulse and rhythm of songs and rhymes.</p> <p>Work on walking and clapping the pulse of songs.</p> <p>Show the pitch of songs with hands and use 'musical pencils' to show the pitch of a song.</p> <p>Identify differences in pitch.</p> <p>Describe changes in pitch.</p> <p>Improvise answers to a song.</p> <p>Learn more songs that have question and answer phrases in them.</p> <p>Listen to new songs and rhymes.</p> <p>Learn a new greeting for the hello.</p> <p>Perform songs and rhymes with actions.</p> <p>Children perform songs and rhymes on their own on the singing chair.</p>	<p>Sing the hello with handsigns, reading from a solfa picture.</p> <p>Children write hello tune on the board in solfa.</p> <p>Sing the hello with rhythm names.</p> <p>Children sing the hello as a solo, using solfa and rhythm names. Sing a new tune for the goodbye.</p> <p>Recognise songs from their solfa pitch picture.</p> <p>Perform and sing songs and rhymes learnt previously.</p> <p>Learn new songs: Bounce High, Roll the Ball, One Potato and Here Comes Bluebird.</p> <p>Learn a new rhymes, Buster Buster and Up Like Rocket.</p> <p>Recognise songs from their written rhythms.</p> <p>Perform pulse and rhythms of songs simultaneously in two groups.</p> <p>Walk the pulse on walking hearts.</p> <p>Learn circle games to go with the songs and rhymes.</p> <p>Write rhythm pictures for songs and rhymes.</p> <p>Improvise new words for songs and rhymes.</p> <p>Perform songs and rhymes with body percussion.</p> <p>Find the pulse of new songs.</p> <p>Sing songs with rhythm names and body percussion.</p> <p>Perform songs with rhythmic ostinati.</p> <p>Work out how many phrases in some songs and rhymes.</p> <p>Discriminate between the different hello tunes.</p> <p>Perform songs that have actions with a partner.</p> <p>Develop the thinking voice by internalising phrases of songs.</p> <p>Children perform songs and rhymes on their own on the signing chair</p>

Spring Term	<p>Revise songs learnt last term. Listen to songs. Learn more sung instructions. Learn songs; Bell Horses, Snail Snail, Jelly on a plate (mixed rhyme and song), Cuckoo Where are You? Old Mr Woodpecker, Hot Cross Buns, Rain is Falling Down, Copy Cat and Five Little Monkeys. Perform actions/movements in time to the pulse. Perform actions in the rest space. Develop the feeling for the length of a song. Play games with the songs to develop pitch and pulse. Learn the word 'quartet'. Improvise sounds and movements for songs and rhymes. Improvise pulse movements. Tap the rhythm of words from songs. Use hand movements to show the difference in pitch in songs. Identify a song or rhyme by its rhythm. Children perform songs and rhymes on their own on the singing chair.</p>	<p>Revise all songs learnt previously. Learn new songs: Tinker Tailer, On a Log, This is How the Drummer Boy, Bobby Bingo and Sally Go Round the Sun. Revise all rhymes learnt previously. Learn the new rhymes Burney Bee and Five Fat Sausages. Match the pitch of the greeting individually. Play circle games for the songs developing pitch matching, and using a wide variety of actions to move to the pulse or rhythm of a song or rhyme. Review all know sung instructions/signals. Show the pitch of songs using the whole body. Individuals lead the hello. Perform songs in our thinking voice and making a gesture to show the rest space. Improvise actions to go in rest spaces. Tap the rhythm on heart beats drawn on the board. Perform body percussion to songs. Children perform songs and rhymes on their own on the singing chair.</p>	<p>Play games that are: developing the thinking voice; helping children to identify phrases; giving children the opportunity to pitch match with increasingly harder songs; giving children a chance to develop the ability to keep steady pulse in a variety of ways; helping children perform rhythm patterns using different parts of the body. Showing a faster pulse. Making rhythm pictures for songs and rhymes and then showing them with standard notation. Write pitch pictures of the hello and other songs on the board. Perform the pulse with a partner during a song. Read rhythm patterns on card and start to recognise rhythm patterns from songs. Walk the pulse. Build up a repertoire of rhythm patterns and use them to play a rhythm guessing game. Learn new songs, Juba and The Muffin Man. Revise ostinato patterns learnt last term. Perform Engine Enging with more ostinati patterns. Extend the hello by adding more solfa and it changing into the songs Hey Hey, Cherry Pie and See Saw. Learn the solfa for songs with s m pitches. Revise faster and slower pulses for some songs and rhymes. Children perform songs and rhymes on their own on the signing chair.</p>
Summer Term	<p>Show the pitch sung in the greeting. Sing the greeting at three different pitches. Show the pitch in songs.</p>	<p>Revise all songs and rhymes learnt previously. Work on visual representation of pulse and rhythm of songs and rhymes learnt so far.</p>	<p>Learn a new hello and goodbye tune, sing it with solfa and handsigns. Write the hello tune on the board in solfa and stick notation.</p>

	<p>Revise and perform songs and rhymes learnt from previous terms.</p> <p>Revise the difference between a song and a rhyme.</p> <p>Learn new songs; Hey Hey Look At Me, Peter Taps, Doggie Doggie and I Had a Dog.</p> <p>Learn a new rhyme: Pussycat Pussycat.</p> <p>Learn the word 'duet'.</p> <p>Learn more pulse actions for songs.</p> <p>Improvise pulse actions for songs.</p> <p>Change the voice in a song or a rhyme at a given signal.</p> <p>Perform songs acting out question and answer phrases.</p> <p>Identify and show rests in songs.</p> <p>Identify pitches in songs.</p> <p>Tap heartbeats in time to the pulse.</p> <p>Identify how many beats in a song.</p> <p>Perform silent or audible actions in rests in songs or rhymes.</p> <p>Children perform songs and rhymes on their own on the singing chair.</p>	<p>Learn new song Old Roger is Dead</p> <p>Learn new rhymes: Hickory Dickory and Mice Mice.</p> <p>Develop the thinking voice by singing parts of songs in their head.</p> <p>Use musical pencils and body movements to show the pitch of a song.</p> <p>Play games and learn new games developing pulse and rhythm and pitch matching.</p> <p>Perform and improvise body percussion actions to songs.</p> <p>Children lead songs and games.</p> <p>Children perform songs and rhymes on their own on the signing chair.</p> <p>Perform songs and rhymes with actions in the rest space.</p> <p>Recognise songs and rhymes from their rhythm pictures.</p> <p>Learn the rhythm names ta and ti-ti.</p> <p>Perform songs getting louder and quieter.</p>	<p>Revise stick notation for songs learnt previously.</p> <p>Perform songs where the children alternate the actions.</p> <p>Revise faster and slower speeds of songs and rhymes.</p> <p>Perform games with solo and partner actions.</p> <p>Perform the pulse of songs where it carries on throughout the rest space.</p> <p>Perform the rhythm of songs, showing the rest with a gesture.</p> <p>Revise songs learnt previously.</p> <p>Listen to new songs.</p> <p>Learn the new song I sent a letter</p> <p>Sing the rhythm names of songs learnt and read them from the board.</p> <p>Show the pitches l s and m on their bodies.</p> <p>Count the number of beats in a song.</p> <p>Sing songs, walking the pulse.</p> <p>Sing the words of phrases from a song, clapped by the teacher in a random order.</p> <p>Read all known rhythms from cards.</p> <p>Put rhythm cards in the right order to show a song.</p> <p>Revise rhythm pictures and rhythm names for songs and rhymes.</p> <p>Tap the pulse and rhythm of songs on the board.</p> <p>Walk the pulse and clap the rhythm.</p> <p>Children perform songs and rhymes on their own on the signing chair.</p>
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