

Welcome to the Sparkyard Reception Music Curriculum!

Our Music Curriculum written for children in **Reception (ages 4-5)** is packed full of lessons, songs and activities giving teachers everything you need to create an exciting sequence of musical learning, perfect for an EYFS setting.

With **Out of the Ark songs at its heart**, the curriculum is inspired by everything we know and believe about music-making in the early years:

- ★ Songs and music are **essential ingredients** in any **successful early-years classroom**;
- ★ **Singing and music is central to a child's development**, enabling self-expression as well as boosting physical and mental wellbeing;
- ★ Singing and music underpin **every area of learning in the EYFS framework**;
- ★ Children need space and opportunity to **play, explore and use their imaginations**;
- ★ Children thrive in an environment where **creativity and innate musicality** is given an opportunity to shine.
- ★ Singing and music are powerful tools that **every teacher** in **every school** can use.
- ★ Teachers **know their children best**.

And of course...

- ★ Children **LOVE** to sing Out of the Ark songs!

How is the curriculum organized?

Each term is organized into progressive steps and within each step you will find a selection of fun, inspirational lessons to choose from. Alongside the lessons, you can visit our **'Pick & Mix'** area, a bank of ideas and activities designed to strengthen musical learning in each step. Here you will find:

- ★ Inspiring ideas to **enhance your EYFS provision** and develop high-quality musical play;
- ★ Short adult-led activities with links to the **EYFS areas of learning**;
- ★ Activities to share with families, strengthening the link between school and home;
- ★ Suggestions for **outdoor learning**.

Use a combination of the lessons and Pick & Mix suggestions to develop a sequence of musical learning that works for you and your class.



WHAT'S INCLUDED?



SONGS

You will find a choice of fabulous age-appropriate Out of the Ark songs and nursery rhymes for each lesson. Choose the ones to suit your class.

EASY-TO-FOLLOW PLANS

Clear steps and engaging content perfect for the Early Years.



GET OUTDOORS: Suggestions for outdoor learning.



GET PLAYFUL: Ideas to inspire and develop musical play.



TAKE IT HOME: Using songs to build connections between home and school.



LEARNING LINKS: Creating links to other areas of learning.

WHAT TO LOOK OUT FOR: Tips and pointers when observing children's music-making.

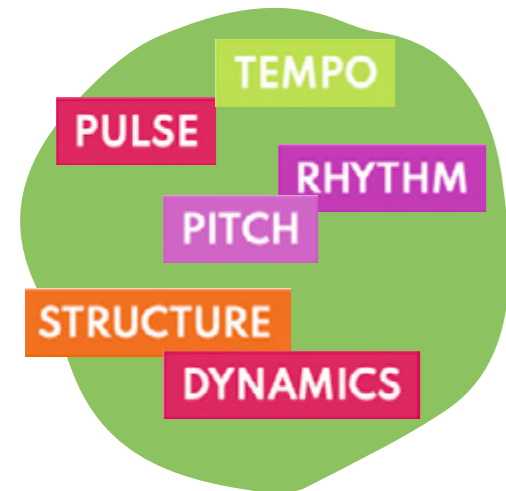
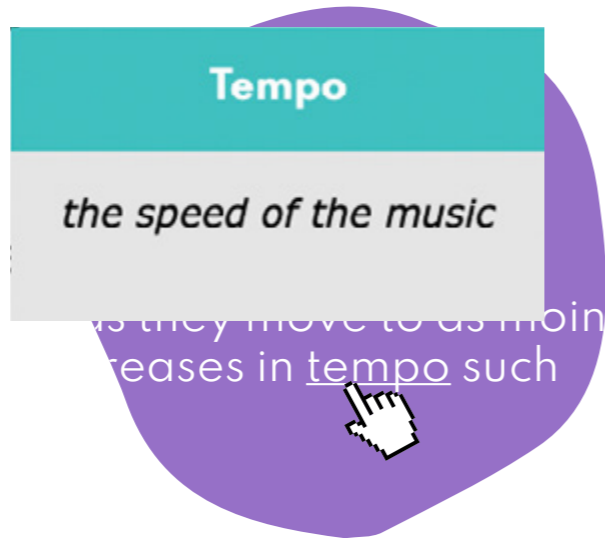


LISTENING EXAMPLES

Music, dance and performance examples from a diverse **range of genres, styles and musical periods** along with creative ideas and activities to develop **listening skills**.

KEY VOCABULARY AND GLOSSARY

Key vocabulary for each lesson and a useful **glossary** – hover over a word and the definition will appear.



INTER-RELATED DIMENSIONS OF MUSIC

The **inter-related dimensions**, sometimes known as the musical elements, are the key ingredients that make up music. Coverage of these can be found at the **bottom of each lesson page**.



MUSICAL SKILLS

These are also found at the bottom of the page, but for more detail take a look at our **content overviews**. Here you will find the **musical skills statements relevant to each lesson**. These are included to aid your planning and will help you build a picture of the musical learning in your class.



PRINTABLE RESOURCES

To save you time, we have included printable resources for all lessons, where relevant.

Music and singing are integral to **specific areas of learning** in the EYFS framework, such as:

EXPRESSIVE ARTS AND DESIGN

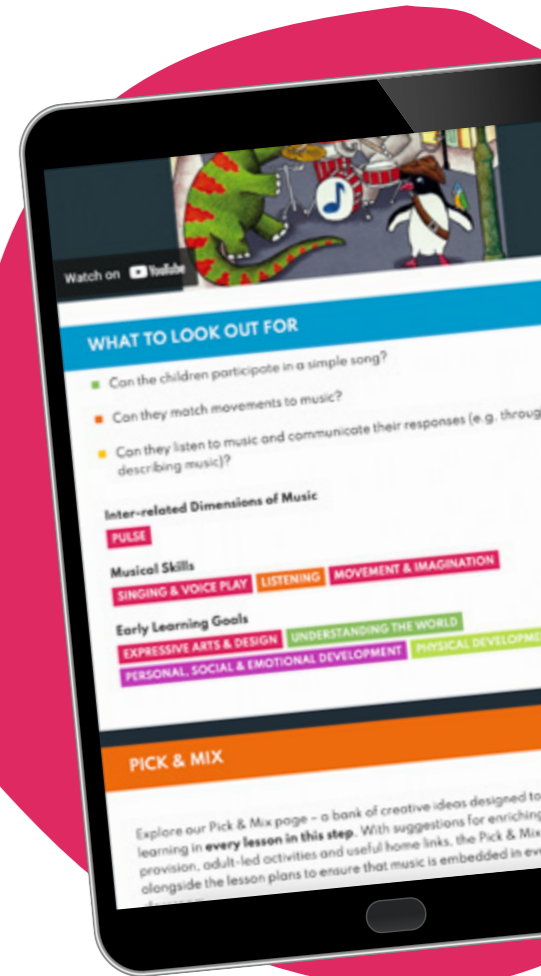
Being Imaginative and Expressive

- ★ 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.

However, the Sparkyard Reception Music Curriculum supports **all** areas of learning in the **EYFS framework** and helps children achieve their Early Learning Goals:

- ★ Personal, Social and Emotional Development
- ★ Communication and Language
- ★ Physical Development
- ★ Expressive Arts and Design
- ★ Understanding The World
- ★ Literacy
- ★ Maths

You will find relevant Early Learning Goals referenced at the **bottom of every lesson page** and 'The Sparkyard Reception Music Curriculum and the 7 Areas of Learning' overview will give you a detailed summary of how the curriculum is supporting your children in all areas of learning and development.



We've worked hard to create a curriculum that offers flexibility and choice. You know your classes better than we do, so whether you choose to follow the curriculum step by step or use your own knowledge to adapt lessons, remember that the overriding goal should be to foster a lasting **love of music and enjoyment in singing**.

RECEPTION – CONTENT COVERAGE

Term 1 – My Musical Classroom

RECEPTION – PICK & MIX

Explore our Pick & Mix page – a bank of creative ideas designed to strengthen the musical learning of every lesson in this step. With suggestions for enriching continuous provision, adult-led activities and useful Home links, the Pick & Mix can be used alongside the lesson plans to ensure music is embedded in every corner of your classroom.

TERM 1, STEP 1: Hear My Voice

ACTIVITY	Here I Am! Ideal for a single session	My Voice Can... Ideal for a single session	Singing Puppets Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To sing a welcome song as a group ★ To add actions and movement to a song ★ To share responses to songs and music 	<ul style="list-style-type: none"> ★ To experiment with using different voices ★ To sing songs as a group and suggest simple actions ★ To respond to simple musical instructions ★ To copy simple sound and movement patterns 	<ul style="list-style-type: none"> ★ To experiment with using different voices ★ To sing songs as a group ★ To respond to musical cues
SONG CHOICE	Hello, Hello Hello, Hello, Good Morning	Hello, Hello Hello, Hello, Good Morning Can You? Look What I Can Do Spider Goodnight I'll Sing This Song	Make A Face One, Two, Three, Four, Five Head, Shoulders, Knees And Toes Incey Wincey Spider Row, Row, Row Your Boat Twinkle, Twinkle Little Star Wind The Bobbin Up
WHAT YOU NEED	A puppet or soft toy	Objects for voice play (e.g. walkie-talkies, phones, funnels, tubes, pipes)	Props/costumes for nursery rhymes; wooden spoons; felt-tip pens; hand puppet with moving mouth
INTER-RELATED DIMENSIONS OF MUSIC	Pulse	Dynamics Pitch Timbre	Dynamics Pitch Rhythm Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 2, 6, 7 Listening: 5 Movement & Imagination: 3	Singing & Voice Play: 1, 2, 3, 4 Listening: 1, 4, 6 Movement & Imagination: 3, 4	Singing & Voice Play: 1, 2, 4, 6 Listening: 4, 5 Movement & Imagination: 1, 4, 7
LISTEN/LOOK	<i>Funga Alafia</i> - West African dance song	The song of a lyrebird	<i>Aaa, Kotki Dwa</i> - Polish lullaby <i>Enroulet Le Fil</i>
LESSON FEATURES	GET PLAYFUL GET OUTDOORS TAKE IT HOME	GET PLAYFUL	GET PLAYFUL TAKE IT HOME
EYFS EARLY LEARNING GOALS	<div style="background-color: #0070C0; height: 15px; width: 100%;"></div> <div style="background-color: #FF0000; height: 15px; width: 100%;"></div> <div style="background-color: #008000; height: 15px; width: 100%;"></div> <div style="background-color: #FFFFFF; height: 15px; width: 100%;"></div> <div style="background-color: #800080; height: 15px; width: 100%;"></div> <div style="background-color: #FFA500; height: 15px; width: 100%;"></div>	<div style="background-color: #0070C0; height: 15px; width: 100%;"></div> <div style="background-color: #FF0000; height: 15px; width: 100%;"></div> <div style="background-color: #008000; height: 15px; width: 100%;"></div> <div style="background-color: #FFFFFF; height: 15px; width: 100%;"></div> <div style="background-color: #800080; height: 15px; width: 100%;"></div> <div style="background-color: #FFA500; height: 15px; width: 100%;"></div>	<div style="background-color: #0070C0; height: 15px; width: 100%;"></div> <div style="background-color: #FF0000; height: 15px; width: 100%;"></div> <div style="background-color: #008000; height: 15px; width: 100%;"></div> <div style="background-color: #FFFFFF; height: 15px; width: 100%;"></div> <div style="background-color: #800080; height: 15px; width: 100%;"></div> <div style="background-color: #FFA500; height: 15px; width: 100%;"></div>

KEY EYFS EARLY LEARNING GOALS

Communication & language	Physical development	Personal, social & emotional development
Literacy	Mathematics	Understanding the world
	Expressive arts & design	

SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME




RECEPTION – CONTENT COVERAGE

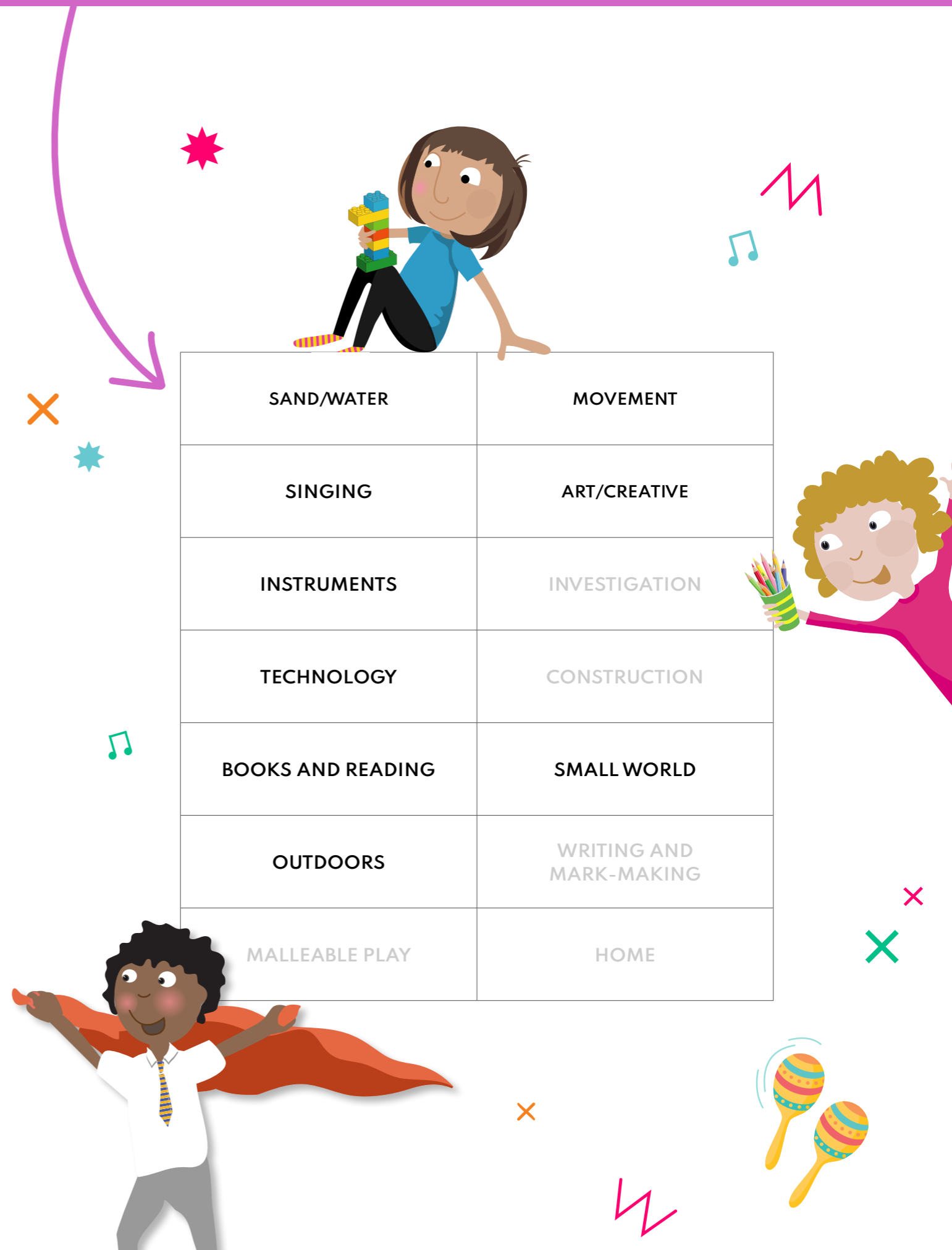
Term 1 – My Musical Classroom

RECEPTION – PICK & MIX

Explore our bank of creative pick & mix ideas designed to strengthen the musical learning of every lesson in this step.








TERM 1, STEP 2: What's The Music Saying?

ACTIVITY	Stretch, Flop, Jig And Rock Ideal for a single session	Sound And Silence Ideal for a single session	Jack-In-The-Box Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To explore creative movement when singing and playing ★ To move to the pulse of the music 	<ul style="list-style-type: none"> ★ To respond to musical instructions ★ To discriminate between sounds ★ To play musical patterns using sound and silence 	<ul style="list-style-type: none"> ★ To match movements to music ★ To listen to and follow musical instructions, responding through movement ★ To sing songs as a group
SONG CHOICE	Teddy-Bear Rock There's A Bear In The Fridge	Head, Shoulders, Knees and Toes Put Your Coat On Spider Goodnight	Can You? Look What I Can Do! Head, Shoulders, Knees and Toes Mr Jack-In-A-Box I'm A Scarecrow Spider Goodnight The Animal Train Sleeping Bunnies
WHAT YOU NEED	Teddy bears; a variety of musical instruments including small, hand-held percussion; props to create a stage area; parachute	Teddy bear; collection of percussion instruments; plastic eggs or small containers filled with different materials (e.g. beads, rice, pasta)	Swanee whistle or glockenspiel; number cards (0-10)
INTER-RELATED DIMENSIONS OF MUSIC	Pulse Rhythm Timbre	Dynamics Pitch Structure Timbre	Dynamics Pitch Tempo Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Listening: 4, 5 Singing & Voice Play: 1, 3, 6, 7 Playing & Exploring: 1 Movement & Imagination: 3, 4, 6, 7	Singing & Voice Play: 1, 2 Listening: 1, 2, 4, 6 Movement & Imagination: 1, 3, 4 Composing & Notating: 5, 6, 8 Playing & Exploring: 1, 2, 9	Singing & Voice Play: 1, 2 Listening: 1, 4, 6 Movement & Imagination: 1, 2, 4, 6, 7
LISTEN/LOOK	<i>Shake, Rattle and Roll</i> or <i>Rock-A-Beatin' Boogie</i> by Bill Haley and His Comets		<i>The Nutcracker</i> by Tchaikovsky <i>'Doll On A Music Box'</i> and <i>'Truly Scrumptious'</i> from <i>Chitty Chitty Bang Bang</i> by Richard and Robert Sherman
LESSON FEATURES	 GET PLAYFUL	 GET PLAYFUL	 LEARNING LINK
EYFS EARLY LEARNING GOALS			



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

KEY EYFS EARLY LEARNING GOALS

	Communication & language		Physical development		Personal, social & emotional development
	Literacy		Mathematics		Understanding the world
	Expressive arts & design				

RECEPTION – CONTENT COVERAGE

Term 1 – My Musical Classroom

RECEPTION – PICK & MIX

Explore our bank of creative pick & mix ideas designed to strengthen the musical learning of every lesson in this step.

TERM 1, STEP 3: Instruments Everywhere

ACTIVITY	Spy An Instrument Ideal for 2 sessions	Autumn Leaves Ideal for 1-2 sessions	Match The Instrument Ideal for a single session	Play The Rhythm Ideal for 1-2 sessions
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To take turns in a simple call-and-response chant ★ To investigate the timbre of instruments and sound-makers 	<ul style="list-style-type: none"> ★ To explore timbre of instruments ★ To create simple sound imagery inspired by a song 	<ul style="list-style-type: none"> ★ To investigate the timbre of instruments and sound-makers ★ To explore ways of sorting instruments ★ To name some classroom percussion instruments ★ To handle instruments with control 	<ul style="list-style-type: none"> ★ To tap rhythms of words ★ To tap a rhythm using instruments and body percussion ★ To find different ways of sorting instruments ★ To explore instrumental timbre
SONG CHOICE	Call-and-response chant Can I Spy With My Little Eye? Sounds Sound Collectors	Autumn Leaves Crunching Through The Leaves Dance Of The Leaves Autumn's Here The Gift of Autumn Picture of Autumn What's Your Favourite Thing?	Our Big Band Can I Spy With My Little Eye? Blow, Tap, Pluck, Shake I Can Play Sound Collectors Put It Back! The Tidy-Up Team Tidy Up!	One, Two, Three, Four, Five Old MacDonald Had A Farm Ten Fat Sausages Can I Help You? Bang, Tap, Stop! Pull A Christmas Cracker Big Red Combine Harvester Wet, Wet, Wet! Fairytale Tea Party The Sky Is Falling Blow, Tap, Pluck, Shake Can I Spy With My Little Eye?
WHAT YOU NEED	Items made from the materials in <i>Can I Spy With My Little Eye?</i> (glass, metal, wood, plastic, paper); suitable items to create sound-makers with (e.g. tables, chairs, spoons, tinfoil, paint pots, brushes, bubble wrap); junk instruments	Percussion instruments such as cymbals, tambourines, wind chimes, glockenspiels, shakers, cabasas, rainsticks; sticks; tarpaulin; leaves; stones or gravel; water and sieves; dances ribbons or scarves; access to outdoor space	Collection of percussion instruments (tambourines, triangles, woodblocks, shakers); Stop/Go signs; instrument labels and pictures	A small bag or box; pictures of classroom objects (e.g. table, chair, carpets, pencil, pots, door) and parts of the body (e.g. knees, hands, feet); a collection of untuned instruments and some corresponding musical-instrument picture cards; access to outdoor space
INTER-RELATED DIMENSIONS OF MUSIC	Rhythm Structure Timbre	Dynamics Structure Timbre	Dynamics Tempo Timbre	Dynamics Pitch Pulse Rhythm Structure Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 5, 7 Listening: 3, 4, 5 Playing & Exploring 1, 2, 3, 9 Movement & Imagination: 4, 5	Voice Play & Singing: 4 Listening: 1, 2, 6 Playing & Exploring 1, 2, 3, 4, 9 Movement & Imagination: 3, 6, 7	Listening: 1, 2, 3 Singing & Voice Play: 1 Playing & Exploring: 1, 2, 3, 6 Composing & Notating: 1, 2	Listening: 1, 2, 3, 5 Singing & Voice Play: 1, 2, 5 Playing & Exploring 1, 2, 3, 6 Movement & Imagination: 1, 2 Composing & Notating: 5
LISTEN/LOOK	'Dance Of The Sugar Plum Fairy' from <i>The Nutcracker</i> by Tchaikovsky Wheelie-bin rhythms	<i>The Fall Of The Leaf</i> by Imogen Holst		Ice instruments <i>Jesu, Joy Of Man's Desiring</i> by J.S. Bach
LESSON FEATURES	 GET OUTDOORS TAKE IT HOME	 GET OUTDOORS	 GET PLAYFUL	 GET OUTDOORS
EYFS EARLY LEARNING GOALS				



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME



KEY EYFS EARLY LEARNING GOALS

- Communication & language
- Personal, social & emotional development
- Understanding the world
- Physical development
- Literacy
- Expressive arts & design
- Mathematics
















RECEPTION – CONTENT COVERAGE

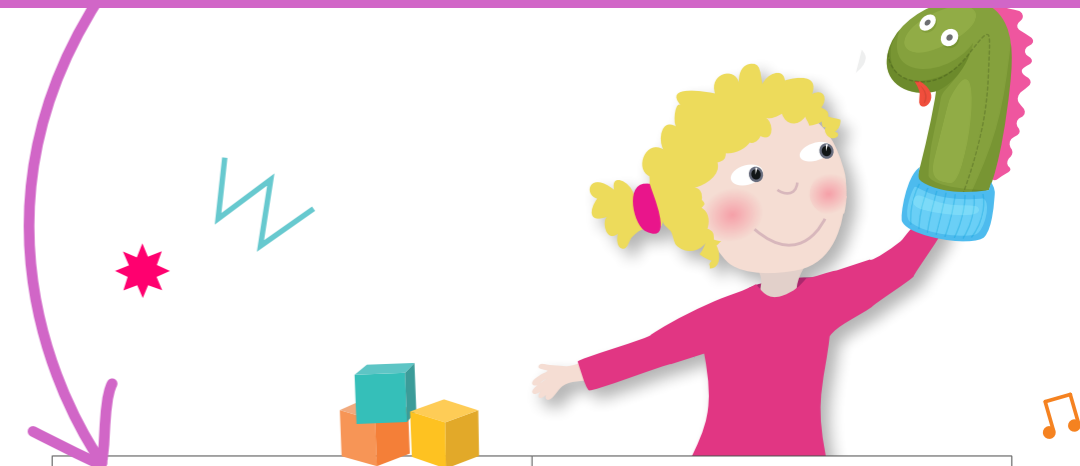
Term 1 – My Musical Classroom

RECEPTION – PICK & MIX

Explore our bank of creative pick & mix ideas designed to strengthen the musical learning of every lesson in this step.








TERM 1, STEP 4: Playing With Songs

ACTIVITY	Find That Rhyme! Ideal for 1-2 sessions	Socks! Ideal for 1-2 sessions	Make A Picture With Shapes Ideal for 2 sessions	Take A Song For A Walk Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To sing songs with simple structures ★ To respond to simple rhythmic structures ★ To compose simple rhyming lyrics ★ To create and follow a simple graphic score 	<ul style="list-style-type: none"> ★ To respond to music with creative movement ★ To control instruments and sound-makers ★ To create simple sound sequences ★ To create and follow simple notation 	<ul style="list-style-type: none"> ★ To control instruments and sound-makers ★ To create simple sound sequences ★ To create and follow simple notation ★ To respond to music 	<ul style="list-style-type: none"> ★ To enjoy singing as a group ★ To learn about musical traditions
SONG CHOICE	We're Off To Rhyming Land We Speak In Rhyme Find A Rhyme Can You Think Of A Word? Humpty Dumpty Incey Wincey Wind The Bobbin Up Row, Row, Row Your Boat	Spotty Socks Socks Christmas Stocking Put Your Socks On Your Ears Happy Christmas	Make A Picture With Shapes	Away In A manger Christmas Conga Line Up, Line Up The Mince Pie Song Five Little Elves Happy Christmas
WHAT YOU NEED	Tambourine; claves; paper; rhyming pictures or objects (dog/frog; clock/sock; house/mouse; goat/boat; bear/chair; duck/truck)	A collection of brightly coloured and patterned socks; washing line; teddy bear or teddy-bear picture; collection of percussion instruments; dance ribbons; space for movement	Large sheets of paper or whiteboards; small shapes; a collection of percussion instruments	Camera or iPad™/tablet; device and Bluetooth™ speaker; triangles
INTER-RELATED DIMENSIONS OF MUSIC	Pitch Pulse Rhythm Structure	Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Structure Tempo Texture Timbre	Pitch Pulse
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Listening: 3, 5 Singing & Voice Play: 1, 2, 5, 6 Playing & Exploring: 5, 6 Movement & Imagination: 1, 2, 4 Composing & Notating: 3, 6	Listening: 3, 6 Singing & Voice Play: 1, 2, 6 Playing & Exploring: 1, 2, 9 Movement & Imagination: 6, 7 Composing & Notating: 3, 6, 7	Listening: 3, 6 Singing & Voice Play: 1, 2, 6 Playing & Exploring: 2, 3, 7, 9 Movement & Imagination: 3, 6, 7 Composing & Notating: 6, 7	Listen: 5, 6 Singing & Voice Play: 1, 2, 7
LISTEN/LOOK	<i>Music for Tom and Jerry</i> by Scott Bradley	<i>Liebestraum</i> by Liszt <i>Entre Dos Aguas</i> by Paco de Lucia <i>Macavity The Mystery Cat</i> by Andrew Lloyd Webber <i>The Waltz Of The Snowflakes</i> by Tchaikovsky	<i>Sleigh Ride</i> by Leroy Anderson <i>'Aquarium'</i> from <i>Carnival of The Animals</i> by Saint-Saens <i>Entry Of The Gladiators</i> by Julius Fucik	<i>Kalanta - Greek Carol</i>
LESSON FEATURES	 GET PLAYFUL			 TAKE IT HOME  LEARNING LINK
EYFS EARLY LEARNING GOALS				
				
				
				
				



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

KEY EYFS EARLY LEARNING GOALS

-  Communication & language
-  Physical development
-  Personal, social & emotional development
-  Literacy
-  Mathematics
-  Understanding the world
-  Expressive arts & design

RECEPTION – CONTENT COVERAGE

Term 2 – Musical Patterns And Performing

RECEPTION – PICK & MIX

Explore our Pick & Mix page – a bank of creative ideas designed to strengthen the musical learning of every lesson in this step. With suggestions for enriching continuous provision, adult-led activities and useful Home links, the Pick & Mix can be used alongside the lesson plans to ensure music is embedded in every corner of your classroom.

TERM 2, STEP 1: What's The Pattern?

ACTIVITY	What's The Weather Today? <small>Ideal for a single session</small>	A Week Of Sounds <small>Ideal for a single session</small>	Mouse And Giant Music <small>Ideal for 1-2 sessions</small>
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To match movements to music and follow musical cues ★ To begin to recognize the structure of a song ★ To follow simple notation 	<ul style="list-style-type: none"> ★ To begin to recognize the structure of a song ★ To explore different ways of playing instruments ★ To follow simple notation ★ To recall simple sound sequences 	<ul style="list-style-type: none"> ★ To begin to recognize the structure of a song ★ To explore creative movement ★ To recognize loud and quiet sounds ★ To describe simple sound sequences
SONG CHOICE	When It's A Sunny Day Happy Sun High Mister Wind Wet, Wet, Wet! Marching In The Snow Jack Frost Wet Play I Need A Brolly!	Sing A Week Socks 7 Days A Week	The Mouse and The Giant Let's Be Quiet Spider Music Sleeping Bunnies
WHAT YOU NEED	Box of clothes and props – sunglasses, sun hats, sun cream, scarves, hats, umbrella, wellies; weather symbol cards; space to move	Days-of-the-week cards or class calendar; space for movement; percussion instruments and corresponding picture cards; plastic eggs or small containers; materials to fill the eggs, e.g. rice, pasta, beads	A mouse puppet and a giant puppet; puppet theatre or table; drums; several identical picture cards with a mouse on and several with a giant on
INTER-RELATED DIMENSIONS OF MUSIC	Articulation Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Pulse Rhythm Structure Tempo Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 2, 6, 7 Listening: 4, 5 Movement & Imagination: 3, 4	Singing & Voice Play: 1, 5, 6 Listening: 3, 4, 6 Movement & Imagination: 2, 3, 4 Composing & Notating: 4	Singing & Voice Play: 1, 5, 6 Listening: 3, 4, 6 Movement & Imagination: 2, 3, 4 Composing & Notating: 4, 5
LISTEN/LOOK	<i>Here Comes The Sun</i> by The Beatles <i>Singin' In The Rain</i> by Arthur Freed and Nacio Herb Brown		<i>Nina Nanna</i> , Italian Lullaby <i>Wiegenlied or Lullaby</i> , Op. 49, No. 4
LESSON FEATURES	TAKE IT HOME LEARNING LINK	GET PLAYFUL	GET PLAYFUL TAKE IT HOME
EYFS EARLY LEARNING GOALS			

KEY EYFS EARLY LEARNING GOALS

Communication & language	Physical development	Personal, social & emotional development
Literacy	Mathematics	Understanding the world
Expressive arts & design		

SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME


























RECEPTION – CONTENT COVERAGE

Term 2 – Musical Patterns And Performing

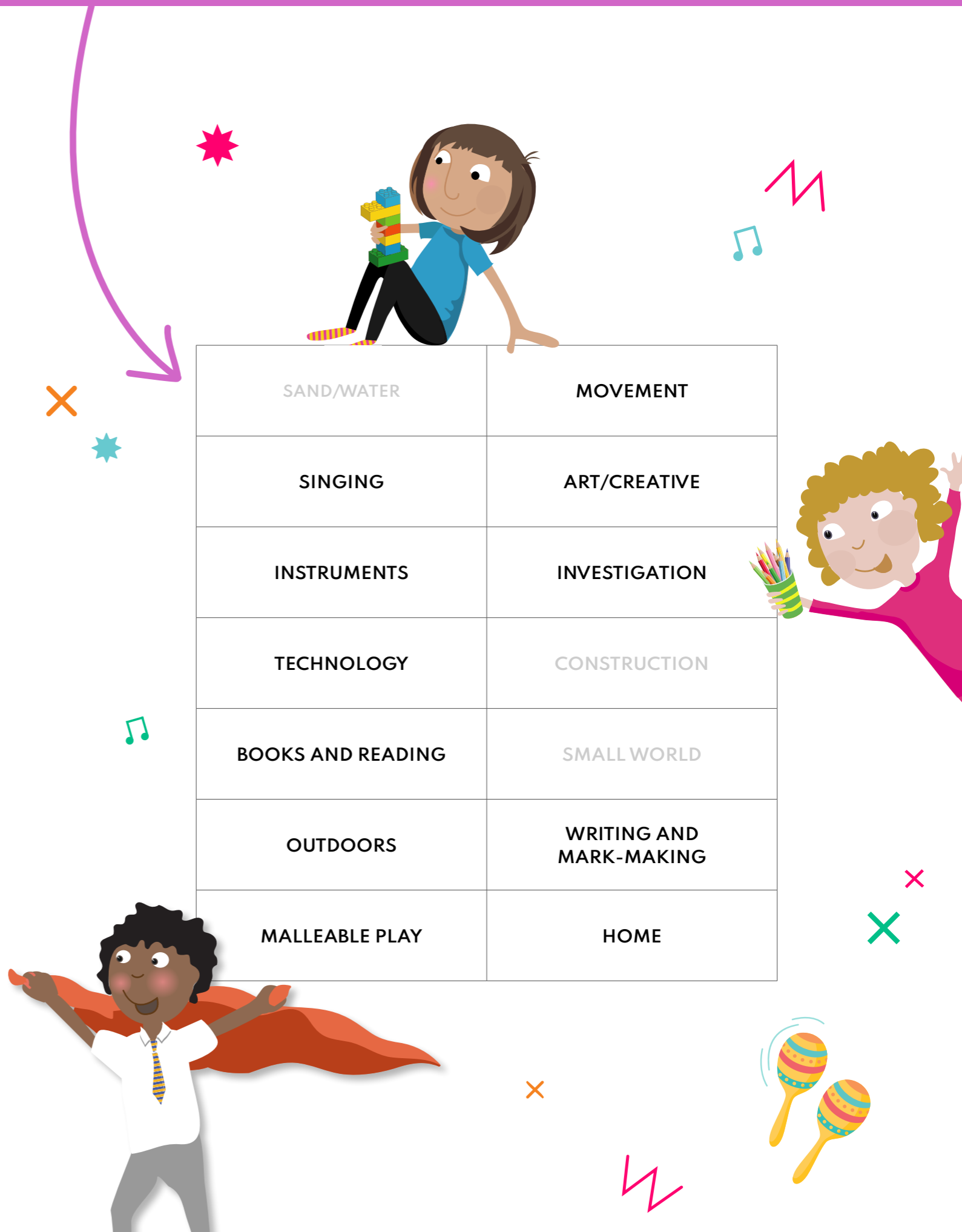
RECEPTION – PICK & MIX

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TERM 2, STEP 2: Playing Musical Patterns And Accompaniments

ACTIVITY	Pass The Parcel Ideal for a single session	Spider Beats Ideal for 1-2 sessions	Percussion Patterns Ideal for 1-2 sessions
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To respond to musical cues ★ To move in time with the music ★ To play instruments to a steady pulse ★ To name classroom percussion instruments 	<ul style="list-style-type: none"> ★ To play untuned percussion to a steady pulse ★ To follow a simple graphic score ★ To use songs and music for creative movement 	<ul style="list-style-type: none"> ★ To move to the pulse of a song ★ To perform simple musical accompaniments ★ To play simple rhythms
SONG CHOICE	Sing A Week Socks Hello, Hello Wet, Wet, Wet!	Spidery Legs Spider Spins Spider Music Spider Goodnight	The Marching Band I Love My Car The Best If You Were A Turkey Dandelion Clocks
WHAT YOU NEED	Classroom percussion instruments; a teddy bear; 'Loud' and 'Quiet' cards; tinfoil and small items such as beads, pasta and feathers; Play-Doh; modelling tools	Paper plates; pipe cleaners; percussion instruments including tambourines, maracas and woodblocks; corresponding instrument cards; 'Loud' and 'Quiet' cards; number cards from 1-8	Percussion instruments including tambourines, woodblocks, glockenspiels, maracas; corresponding instrument cards; role-play area; unused instruments; tablet or CD player
INTER-RELATED DIMENSIONS OF MUSIC	Dynamics Pulse Rhythm Timbre	Dynamics Pulse Rhythm Timbre	Pulse Rhythm Structure Timbre
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 7 Listening: 4, 5 Playing & Exploring: 2, 3, 5, 8 Movement & Imagination: 1, 2, 4, 6 Composing & Notating: 4, 5, 6	Singing & Voice Play: 1, 6, 7 Listening: 1, 2 Playing & Exploring: 2, 3, 5 Movement & Imagination: 1, 3, 6, 7 Composing & Notating: 5, 6	Singing & Voice Play: 1, 2 Listening: 2, 3 Playing & Exploring: 2, 3, 5, 6, 8 Movement & Imagination: 2 Composing & Notating: 6
LISTEN/LOOK	'Hornpipe' from <i>Water Music Suite in D Major</i> by Handel 'Preparation for The Ball' Op. 56 from <i>Romeo and Juliet</i> by Kabalevsky 'The Viennese Musical Clock' from <i>Háry János</i> by Kodály	<i>Maple Leaf Rag</i> by Scott Joplin 'Fossils' from <i>Carnival of The Animals</i> by Saint-Saëns <i>Variation 9</i> by Peter Child	Examples of percussion instruments
LESSON FEATURES	 GET PLAYFUL	 GET OUTDOORS  LEARNING LINK	 GET PLAYFUL
EYFS EARLY LEARNING GOALS	      	      	      

KEY EYFS EARLY LEARNING GOALS	 Communication & language	 Physical development	 Personal, social & emotional development
	 Literacy	 Mathematics	 Understanding the world



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

RECEPTION – CONTENT COVERAGE

Term 2 – Musical Patterns And Performing

RECEPTION – PICK & MIX

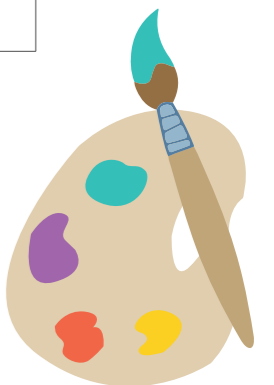
Explore our bank of creative pick & mix ideas designed to strengthen the musical learning of every lesson in this step.

TERM 2, STEP 3: Exploring Descriptive Sounds

ACTIVITY	Traffic Sounds Ideal for a single session	Train Music Ideal for 1-2 sessions	Rockets, Robots, Monsters Ideal for a single session
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To create simple sound effects to accompany a song ★ To follow simple notation 	<ul style="list-style-type: none"> ★ To create descriptive sounds ★ To respond to changes in tempo ★ To explore tempo, dynamics and duration when composing ★ To create and follow simple notation 	<ul style="list-style-type: none"> ★ To compose and describe simple descriptive sounds ★ To explore tempo and dynamics when composing ★ To control instruments, exploring different ways of playing
SONG CHOICE	I Love My Car The Best I Like To Ride My Bicycle Driving Along	Steam Train One Finger, One Thumb Under My Skin Building Bricks	I've Got A Cardboard Box Robot
WHAT YOU NEED	Collection of toy vehicles; percussion instruments; chalk	Toy train; large sheets of paper and pens; percussion instruments; whistles or recorders	Percussion instruments; rocket, robot and monster picture cards
INTER-RELATED DIMENSIONS OF MUSIC	Timbre Dynamics Rhythm Texture	Tempo Rhythm Dynamics	Tempo Rhythm Dynamics
MUSICAL SKILLS <small>Click here for the full Musical Skills document</small>	Singing & Voice Play: 1, 2, 4 Listening: 1, 2 Playing & Exploring: 1, 2, 4 Movement & Imagination: 1, 3, 6, 7 Composing & Notating: 1, 2, 6, 8	Singing & Voice Play: 1, 2, 4, 6 Listen: 1, 4 Playing & Exploring: 1, 2, 4 Movement & Imagination: 1, 6 Composing & Notating: 1, 2, 8	Singing & Voice Play: 1 Listening: 1, 3, 6 Playing & Exploring: 1, 2, 4 Movement & Imagination: 3, 6 Composing & Notating: 1, 2, 7, 8
LISTEN/LOOK	<i>An American in Paris</i> by George Gershwin	<i>The Copenhagen Steam Railway Galop</i> by Hans Christian Lumbye	<i>Don't Stop Me Now</i> by Queen <i>Theme from 2001: Space Odyssey</i> by Richard Strauss Instrumental track of <i>Robot 'Gnomus'</i> from <i>Pictures at an Exhibition</i> by Mussorgsky
LESSON FEATURES			
EYFS EARLY LEARNING GOALS			



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
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OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME



KEY EYFS EARLY LEARNING GOALS

	Communication & language		Physical development		Personal, social & emotional development
	Literacy		Mathematics		Understanding the world
	Expressive arts & design				

RECEPTION – CONTENT COVERAGE


Term 2 – Musical Patterns And Performing

RECEPTION – PICK & MIX

Explore our bank of creative pick & mix ideas designed to strengthen the musical learning of every lesson in this step.

TERM 2, STEP 4: Let's Perform!

ACTIVITY	Movement Patterns Ideal for 2 sessions	Frog Performance Ideal for 2-3 sessions	Singing Games Ideal for 2 sessions
WHAT'S ACHIEVABLE	<ul style="list-style-type: none"> ★ To recognize the structure of a song ★ To devise a movement sequence ★ To perform a song and dance to an audience 	<ul style="list-style-type: none"> ★ To recognize the structure of a song ★ To devise a sound-and-movement sequence ★ To perform a song and dance to an audience 	<ul style="list-style-type: none"> ★ To recognize the structure of a song ★ To devise a movement sequence ★ To teach others a singing game ★ To compare singing games
SONG CHOICE	The Easter Egg Trail I'm A Little Chick Hungry Little caterpillar Dance With Your Fingers The Mouse And The Giant The Animal Train Spider Goodnight	I Don't Want To Be A Frog's Egg	Row, Row, Row Your Boat Dance With Your Fingers Red Sails Wind The Bobbin Up Line Up, Line Up
WHAT YOU NEED	Small percussion instruments, such as wrist bells; dance ribbons	Selection of tuned and untuned percussion; green socks; large space	Parachute; lycra or large scrunchie
INTER-RELATED DIMENSIONS OF MUSIC	Pitch Rhythm Structure	Pitch Rhythm Structure	Pitch Rhythm Structure
MUSICAL SKILLS	Singing & Voice Play: 1, 6, 7 Click here for the full Musical Skills document Listening: 4, 5 Movement & Imagination: 1, 4, 5, 6	Singing & Voice Play: 3, 4, 6, 7 Listening: 4, 5 Playing & Exploring: 5, 6 Movement & Imagination: 3, 4, 6	Singing & Voice Play: 1, 2, 7 Listening: 5 Movement & Imagination: 1, 2, 3, 4
LISTEN/LOOK	Hopak – Ukranian folk dance	<i>A Good Old Barbershop Song</i> by Larry Wright and Al Harkins <i>Dance Of The Cygnets</i> from <i>Swan Lake</i> by Tchaikovsky	Playground Singing Games BFI National Archive
LESSON FEATURES	 GET OUTDOORS	 GET PLAYFUL	 GET OUTDOORS  TAKE IT HOME
EYFS EARLY LEARNING GOALS			



SAND/WATER	MOVEMENT
SINGING	ART/CREATIVE
INSTRUMENTS	INVESTIGATION
TECHNOLOGY	CONSTRUCTION
BOOKS AND READING	SMALL WORLD
OUTDOORS	WRITING AND MARK-MAKING
MALLEABLE PLAY	HOME

KEY EYFS EARLY LEARNING GOALS	 Communication & language	 Physical development	 Personal, social & emotional development
	 Literacy	 Mathematics	 Understanding the world
	 Expressive arts & design		



RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
<ol style="list-style-type: none"> 1 Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary). 2 Identify sounds in the environment and match instruments to sounds. 3 Describe and compare sounds created by instruments and voices. 4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo). 5 Listen to music and respond with simple ideas 'the music makes me think of...' 6 Listen and remember a sequence of sounds (e.g. high, low, high). 	<ol style="list-style-type: none"> 1 Join in with familiar songs as part of the class or small group. 2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others. 3 Use singing voice in play activities (e.g. in role play, playing in sand). 4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice. 5 Copy simple phrases showing an awareness of pitch and rhythm. 6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice). 7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience). 	<ol style="list-style-type: none"> 1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion). 2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow). 3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap). 4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud'). 5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment). 6 Play simple rhythms and melodies from songs (e.g. tapping syllables). 7 Explore the effect of combining sounds. 8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics). 9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high). 	<ol style="list-style-type: none"> 1 Move to the pulse of the music when singing. 2 Tap pulse and/or simple rhythms 3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance). 4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher). 5 Listen and copy simple sound and movement sequences. 6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music). 7 Respond freely to songs and music, exploring ideas and following own paths of interest. 	<ol style="list-style-type: none"> 1 Choose sounds for a purpose, trying out and adjusting musical ideas. 2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars). 3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions). 4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet). 5 Follow simple notation (e.g. picture cards). 6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards). 7 Create music from non-musical starting points (e.g. artwork, movement, nature). 8 Reflect on music-making (e.g. what worked well/what could we change?).