

## Beaconsfield Primary School Curriculum Overview

Subject: Music	Year Group: Reception
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*Our weekly Music lessons are taught by a specialist Music teacher.*

*The music curriculum is supplemented with weekly singing assemblies (EYFS, KS1 & KS2) and lunchtime choirs (KS1 & KS2).*

Autumn 1	Autumn 2	Spring 1
Unit: 'Music stepping stones'	Unit: 'Into the woods' (Songs and sounds))	Unit: 'Sounds around 2'(continues from Nursery)
<p>Key Skills:</p> <p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>Learn to hold a steady pulse.</li> <li>Practise pitch-matching.</li> <li>Play instrument and use props to reinforce pulse.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>Experience solo singing.</li> <li>Learn basic techniques on tuned percussion.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>Develop ability to work with different tempos and dynamics.</li> </ul>	<p>Key Skills:</p> <p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>Learn to hold a steady pulse.</li> <li>Practise pitch- matching.</li> <li>Play instrument and use props to reinforce pulse.</li> <li>Explore this topic with materials based on woodland animals, flowers and creepy crawlies.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>Experience solo singing.</li> <li>Learn basic techniques on tuned percussion.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>Develop ability to work with different tempos and dynamics.</li> </ul>	<p>Key Skills:</p> <p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>Explore sounds found in the world around us through listening to music.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>Reinforce the key elements of music, especially pulse and pitch-matching through singing games and rhymes.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>Use their voices and percussion to recreate sounds.</li> </ul>

Spring 2	Summer 1	Summer 2
Unit: 'Spring Time'(Pulse, Rhythm and Listening)	Unit: 'Rhyme Time 2'(continues from Nursery)	Unit: 'Play and sing 2'(continues from Nursery)
<p>Key Skills:</p> <p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Use songs learnt earlier in the year along with new material.</li> <li>• Use props and scarves to enhance their learning.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Use actions to reinforce pitch and pulse.</li> <li>• Continue to develop their solo singing skills.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music to discuss fast and slow tempo.</li> </ul>	<p>Key Skills:</p> <p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Continue to sing songs and rhymes learnt earlier this year, along with learning new ones.</li> <li>• Experiment with percussion.</li> <li>• Use their speaking voices and singing voices.</li> <li>• Listen, dance with scarves and play percussion to a variety of musical styles.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Develop the inner hearing through using actions and props.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>• Develop memory skills by using actions to remember the order of the songs, when using the inner hearing.</li> </ul>	<p>Key Skills:</p> <p><b>All children will:</b></p> <ul style="list-style-type: none"> <li>• Revisit songs and rhymes learnt so far this year, developing them further and learning some new repertoire.</li> </ul> <p><b>Most children will:</b></p> <ul style="list-style-type: none"> <li>• Build on their listening and movement skills, through listening to increasingly complex live and recorded music ahead of moving into KS1 music.</li> </ul> <p><b>Some children will:</b></p> <ul style="list-style-type: none"> <li>• Play instruments and use their bodies and props to represent what they hear, and to create new sounds.</li> </ul>