

## Music

Statutory ELG: Being Imaginative and Expressive

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher (use of repetition to promote hearing rhyme and rhythm)

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.

### Birth to five matters

Chooses particular movements, instruments/ sounds for their own imaginative purposes, Uses combinations of art forms, e.g. moving and singing. Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs.

#### Musical Percussion Instruments provided in the outdoor learning environment

### Kapow Music Curriculum

#### All Units Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

#### -ELG: Being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs.

#### -ELG: Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and when appropriate - try to move in time with music.

### Prime Areas of Learning

#### Exploring Sound

##### Communication and Language

-Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding.

##### ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

#### Celebration Music

##### Communication and Language

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

#### Music and Movement

##### Personal, Social and Emotional Development

- Think about the perspectives of others.

#### Musical Stories

##### Communication and Language

- Learn new vocabulary.

**At Haggonfields Primary pupils are provided with a secure foundation curriculum that enables all to be resilient lifelong learners. The NC Core and Foundation subjects are taught in the context of the Early Years Curriculum.**

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

### **Transport**

#### **Communication and Language**

-Understand how to listen carefully and why listening is important.

#### **-ELG: Listening, Attention and Understanding**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

### **Big Band**

#### **Communication and Language**

-Understand how to listen carefully and why listening is important.

#### **-ELG: Listening, Attention and Understanding**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

### **Tier 3 Vocabulary**

Rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, compose, perform