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| **Pendeen MUSIC (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** |
| Year Group: R | Half term: Autumn 1 | SCOPE: ME!  | CONTENT / INTENT: * 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. |
| **Prior Learning**Children will have experience singing nursery rhymes and familiar songs.Children will have experience using objects to make a sound – whether an instrument or not. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. | **Knowledge:**To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. | **Knowledge:**To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. | **Knowledge:**To sing or rap nursery rhymes and simple songs from memory. Understand that songs have sections. | **Knowledge:**Understand that a performance is sharing music. | **Knowledge:**Understand that a performance is sharing music. | Create their own rhythm for others to copyLead the groups that are rapping and singingPlay accurately and in time as part of the performance. |
| **Books/Stories** | **Success Criteria**To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. | **Success Criteria** Copy basic rhythm patterns.Explore high and low voices | **Success Criteria**Invent a pattern using a pitched note.Add a 2 note melody | **Success Criteria**To sing along with a pre-recorded song and add actions. To sing along with the backing track. | **Success Criteria**Perform any of the nursery rhymes by singing and adding actions or dance. | **Success Criteria**Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. |
| **Vocabulary:** Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase. |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** |
| Year Group: R | Half term: Autumn 2 | SCOPE: My Stories | CONTENT / INTENT: * 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.
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| **Prior Learning**Children know some nursery rhymesChildren understand that music has a rhythm and a beat and begin to respond to the music using movement | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Sing a selection of well known nursery rhymesBegin to use actions to help remember the words | **Knowledge:**Recognise the beat within a song and be able to respond appropriately to show the beat | **Knowledge:**Understand that rhythm can be repeatedShow understanding of rhythm by repeating back what they have heard | **Knowledge:**Understand the difference between high and low pitched sounds | **Knowledge:**Be able to sing with other people in time and mostly in tune | **Knowledge:**Perform a familiar song with othersPerform a song by using learnt actions | Children are able to use their music knowledge by repeating back patterns they have heardChildren can perform well known nursery rhymes |
| **Books/Stories** | **Success Criteria**Enjoy listening to the music and respond through dancing or other movement.  | **Success Criteria** Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.  | **Success Criteria**Copy back a rhythm from the words of the song. | **Success Criteria**Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds | **Success Criteria**Learn to sing the song in unison with support. Add actions or substitute a word in some sections.  | **Success Criteria**Choose one of the songs and perform it with any actions you have created. |
| **Vocabulary:** Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.  |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** |
| Year Group: R | Half term: Spring 1 | SCOPE: Everyone! | CONTENT / INTENT: * 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. |
| **Prior Learning**Children have knowledge of what a rhythm is and can respond with movement of their own bodyChildren are beginning to learn how to respond to music using an instrument | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Children are able to move their bodies in time to musicChildren express enjoyment to particular music, showing a preference for certain types of music  | **Knowledge:**Children recognise pulse in music and respond by moving their body accordingly  | **Knowledge:**Children hear a rhythm when it is clapped out by an adultChildren are able to repeat back the rhythm | **Knowledge:**Recognise the rhythm in a beat and begin to respond by playing a simple instrument (eg a drum or tambourine) in time to the beat | **Knowledge:**Be able to sing a well known nursery rhyme in time with peersBe able to remember the words to a song by using actions as a memory prompt | **Knowledge:**Perform a well known nursery rhyme with actions | Create their own rhythm for others to copyLead the groups that are rapping and singingPlay accurately and in time as part of the performance. |
| **Books/Stories** | **Success Criteria**Enjoy listening to the music and responding to different speeds through dancing or other movement. | **Success Criteria** Find the pulse in different ways and show this through actions eg marching, jumping, moving | **Success Criteria**Copy back the rhythms of phrases in the song. | **Success Criteria**Play a 1-note pattern in time with the pulse | **Success Criteria**Learn to sing or rap the songs in unison with support. Add actions or substitute a word in some sections. | **Success Criteria**Choose one of the songs or the rap and perform it with any actions you have created Listen back to the performance. |
| **Vocabulary:** Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.  |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** |
| Year Group: R | Half term: Spring 2  | SCOPE: Our World | CONTENT / INTENT: * 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. |
| **Prior Learning**Children recognise what the words rhythm, beat, pulse and pattern mean | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Children respond to the pulse in a song by showing an action in time to the music | **Knowledge:**Children are able to listen to and repeat patterns / rhythm created by an adult | **Knowledge:**Understand the difference between high and low pitchChildren are able to explore the sound of their voice changing from high to low pitch | **Knowledge:**Children are able to respond to the beat of a song by playing a simple instrumentChildren begin to invent their own repeated pattern using an instrument  | **Knowledge:**Children use actions to remember well known nursery rhymesChildren are able to sing in unison with othersChildren can sing a song from memory | **Knowledge:**Children enjoy performing to an audience and feel a sense of pride in the music they have created | Children enjoy music and begin to share their likes and dislikes with othersChildren enjoy a particular style of music, sharing their opinion of why they like the musicChildren use their knowledge to invent their own beats, rhythm and songsChildren perform to others |
| **Books/Stories** | **Success Criteria**Find the pulse in different ways and show this through actions eg marching, jumping, moving. Enjoy thinking up and sharing their own ideas for actions | **Success Criteria**Copy back the rhythms of phrases in the song. Choose one phrase from the song and have a go at clapping the rhythm.  | **Success Criteria**Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. Enjoy exploring the pitch of their voices. | **Success Criteria** Play a 1-note pattern in time with the pulse. Enjoy inventing a 2-note repeated pattern. | **Success Criteria**Learn to sing the songs in unison with support. Add appropriate actions or substitute a word in some sections. Enjoy singing a song from memory | **Success Criteria**Choose one of the songs and perform it with any actions you have created. Listen back to the performance. Enjoy the challenge of performing with just the backing track and adding actions to the songs. |
| **Vocabulary:** Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison. |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** |
| Year Group: R | Half term: Summer 1 | SCOPE: Big Bear Funk | CONTENT / INTENT: * 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. |
| **Prior Learning**Children understand the meaning of: pulse, rhythm, pattern, beat, pitch, instrument, unison | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**Children are able to show the pulse in a song through various actions | **Knowledge:**Children are able to copy back simple patternsChildren are able to copy and clap back the rhythm of words from a line in a song | **Knowledge:**Children can play an instrument to show their recognition of the beat in a song | **Knowledge:**Children are able to use a simple instrument to show their understanding of the rhythm of particular words within a song | **Knowledge:**Children can sing together, in time, with support of an adultChildren are able to use actions to remember words in a songChildren substitute some words in a song with an action  | **Knowledge:**Children enjoy performing a song they have learnt to an audienceChildren are able to perform, remembering a song with actionsChildren listen back to their song with pride | Enjoy thinking up and sharing their own ideas for actions.Clap a whole line of a song.Enjoy playing and experimenting with 2-note or 3-note patterns.Enjoy singing a song from memory.Enjoy the challenge of performing with just the backing track and adding actions to the songs. |
| **Books/Stories** | **Success Criteria**Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear. | **Success Criteria**  Copy back the rhythm of words from the video. Clap the rhythm of words from the song | **Success Criteria**Play the pulse with a pitched note or untuned percussion instrument. | **Success Criteria**Add one pitched sound to the rhythm of words and short phrases from the song. | **Success Criteria**Learn to sing the songs in unison with support. Add actions or substitute a word within a song for an action | **Success Criteria**Choose one of the songs and perform it with any actions you have created. Listen back to the performance. |
| **Vocabulary:** Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.  |

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| **Pendeen DT (WITHIN EXPRESSIVE ARTS and DESIGN) SCOPE, CONTENT and SEQUENCING EYFS** |
| Year Group: R | Half term: Summer 2  | SCOPE:  | CONTENT / INTENT: * 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. |
| **Prior Learning** | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:** | **Knowledge:** | **Knowledge:** | **Knowledge:** | **Knowledge:** | **Knowledge:** |  |
| **Books/Stories** | **Success Criteria** | **Success Criteria**  | **Success Criteria** | **Success Criteria** | **Success Criteria** | **Success Criteria**  |
| **Vocabulary:**  |