

Curriculum Intent and Implementation in Foundation Stage

Expressive Arts and Design - Music

Intent	Foundation Stage	Year 1/2
Performing - Singing	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. <i>They represent their own ideas, thoughts and feelings through music and dance.</i> <i>Children sing songs, make music and dance,</i> <i>Children experiment with ways of changing songs/music/dance.</i> 	Pupils should be taught to <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes
Vocal expression/Effects	<ul style="list-style-type: none"> Sings to self and makes up simple songs. Begins to build a repertoire of songs and dances. <i>They represent their own ideas, thoughts and feelings through music and dance.</i> <i>Children sing songs, make music and dance</i> 	<i>For instance:</i> <ul style="list-style-type: none"> <i>Use their voices confidently to create sound effects Explore different types of voices</i> <i>Sing songs in different ways and discuss the effect</i>
Chants and rhymes	<ul style="list-style-type: none"> Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. <i>Children sing songs, make music and dance,</i> <i>Children experiment with ways of changing songs/music/dance</i> 	<i>For instance:</i> <ul style="list-style-type: none"> <i>Chant words expressively using known songs and rhymes</i> <i>Chant and clap in time with a steady pulse</i>
Pitching	<ul style="list-style-type: none"> <i>Children sing songs, make music and dance,</i> <i>Children experiment with ways of changing songs/music/dance</i> 	<i>For instance:</i> <ul style="list-style-type: none"> <i>Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches</i> <i>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice</i> <i>Follow the shape of the melody when singing songs. (Use hand/arm to gesture)</i>
<u>Implementation</u> <ul style="list-style-type: none"> Charanga music scheme taught through music sessions Singing nursery rhymes and songs daily Cd player and cd in provision Musical instruments available through provision Weekly singing assembly Session with Symphonia Viva Writing our own song for the Harvest Festival Taking part in Christmas and Easter church service 		

Intent	Foundation Stage	Year 1/2
Singing	<ul style="list-style-type: none"> • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Sings to self and makes up simple songs. • Begins to build a repertoire of songs and dances. • <i>Children sing songs, make music and dance,</i> • <i>Children experiment with ways of changing songs/music/dance</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Sing songs while maintaining a steady beat: tapping/walking</i> • <i>Sing songs at different speeds</i> • <i>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods</i> • <i>Use the 'thinking voice' - i.e. sing the words in their head</i> • <i>Play singing games in which children sing phrases alone</i> • <i>Sing songs expressively increasingly in tune within a limited pitch</i> • <i>Recognise phrase lengths and know when to breathe with an attention to posture</i> • <i>Use movements to show phrases Perform each phrase in a different way</i>
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Charanga music scheme taught through music sessions • Singing nursery rhymes and songs daily • Cd player and cd in provision • Musical instruments available through provision • Weekly singing assembly • <i>Session with Symphonia Viva</i> • <i>Writing our own song for the Harvest Festival</i> • <i>Taking part in Christmas and Easter church service</i> 		

Intent	Foundation Stage	Year 1/2
Performing - playing	<ul style="list-style-type: none"> Explores the different sounds of instruments. <i>Children sing songs, make music and dance,</i> <i>Children experiment with ways of changing songs/music/dance.</i> 	Pupils should be taught to: <ul style="list-style-type: none"> play tuned and un-tuned instruments musically
Identify instruments/sound effects	<ul style="list-style-type: none"> Explores the different sounds of instruments. <i>Children experiment with ways of changing songs/music/dance.</i> 	<i>For instance:</i> <ul style="list-style-type: none"> <i>Describe, name and group a variety of instruments Play instruments or use body percussion in different</i> <i>ways to create sound effects and follow directions to 'perform' a story together</i>
Control	<ul style="list-style-type: none"> Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Sings to self and makes up simple songs. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. <i>Children sing songs, make music and dance,</i> <i>Children experiment with ways of changing songs/music/dance</i> 	<i>For instance:</i> <ul style="list-style-type: none"> <i>Handle and play a variety of tuned and un-tuned instruments with control</i> <i>Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands</i> <i>Add an instrument to play on the beat and one to play with the rhythm</i> <i>The children mark the pulse of a song with stamps/ claps</i> <i>Chant/sing clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting</i> <i>Count with a steady pulse</i> <i>Contribute ideas and control sounds as part of a class composition and performance</i>

Implementation

- Charanga music scheme taught through music sessions
- Singing nursery rhymes and songs daily
- Cd player and cd in provision
- Musical instruments available through provision
- Weekly singing assembly
- Session with Symphonia Viva
- Writing our own song for the Harvest Festival
- Taking part in Christmas and Easter church service

Intent	Foundation Stage	Year 1/2
Notation	<ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Sings to self and makes up simple songs. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • <i>Children sing songs, make music and dance,</i> • <i>Children experiment with ways of changing songs/music/dance</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</i> • <i>Make a picture label for each group of instruments Play together, using symbols as a support</i> • <i>Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.</i> • <i>Make two flash cards, one for long and one for short sounds</i> • <i>Perform long and short sounds in response to symbols</i> • <i>Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low -</i> • <i>Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H</i>
Evaluating	<ul style="list-style-type: none"> • Children talk about the ideas and processes which have led them to make music, designs, images or products. 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Evaluate own music and that of others</i> <i>Discuss what was good</i> • <i>Suggest how it might be improved</i>
<p>Implementation</p> <ul style="list-style-type: none"> • Charanga music scheme taught through music sessions • Singing nursery rhymes and songs daily • Cd player and cd in provision • Musical instruments available through provision • Weekly singing assembly • <i>Session with Symphonia Viva</i> • <i>Writing our own song for the Harvest Festival</i> • <i>Taking part in Christmas and Easter church service</i> 		

Intent	Foundation Stage	Year 1/2
Improvising and experimenting	<ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Sings to self and makes up simple songs. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • <i>Children sing songs, make music and dance,</i> • <i>Children experiment with ways of changing songs/music/dance</i> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music
Explore and make sounds	<ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Explores the different sounds of instruments. • <i>Children sing songs, make music and dance,</i> • <i>Children experiment with ways of changing songs/music/dance</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Explore different sounds using body percussion</i> • <i>Make various sound effects to describe selected/</i> • <i>thematic words</i> • <i>Suggest which instruments would make a particular sound</i> • <i>Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas</i> • <i>Make own short sequence of sounds using symbols as a support</i> • <i>Make sounds and recognise how they can communicate ideas</i> • <i>Create and choose sounds in response to stimulus</i> • <i>e.g. night-time, the seaside etc.</i> • <i>Suggest instruments that make sounds like those described by the selected words and create sound pictures</i> • <i>Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support</i> • <i>Create a sound story</i>
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Charanga music scheme taught through music sessions • Singing nursery rhymes and songs daily • Cd player and cd in provision • Musical instruments available through provision • Weekly singing assembly • <i>Session with Symphonia Viva</i> • <i>Writing our own song for the Harvest Festival</i> • <i>Taking part in Christmas and Easter church service</i> 		

Intent	Foundation Stage	Year 1/2
Control and change sounds	<ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Explores the different sounds of instruments. • <i>Children sing songs, make music and dance,</i> • <i>Children experiment with ways of changing songs/music/dance</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound</i> • <i>Identify the pulse and explore getting faster and slower</i> • <i>Experiment with different timbres (sound qualities) Explore the concepts: loud/quiet, high/low, fast/slow Explore the effect of silence</i> • <i>Experiment and change sounds</i> • <i>Make instruction flash cards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition</i> • <i>Experiment to improve the intended effect Give the composition a title</i>
Create rhythms and melodies	<ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Sings to self and makes up simple songs. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • <i>Children sing songs, make music and dance,</i> • <i>Children experiment with ways of changing songs/music/dance</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Begin to internalise and create rhythmic patterns Use words/phrases (these could be from songs</i> • <i>days of week/months of year) - tap them out</i> • <i>Make up simple dance patterns – keeping in time with the pulse and including rhythms</i> • <i>Use voices to provide sound effects</i> • <i>Create long and short sounds on instruments.</i> • <i>Find and play by ear, phrases of well-known songs on tuned instruments</i> • <i>Make up three-note tunes independently</i> • <i>Record their own tunes - use colours instead of note names</i> • <i>Create songs of their own using high-middle-low pitches</i>
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Charanga music scheme taught through music sessions • Singing nursery rhymes and songs daily • Cd player and cd in provision • Musical instruments available through provision • Weekly singing assembly • Session with Symphonia Viva • Writing our own song for the Harvest Festival • Taking part in Christmas and Easter church service 		

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Listening developing knowledge and understanding		Pupils should be taught to: <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high quality live and recorded music
Listening	<ul style="list-style-type: none"> • <i>Respond to what they hear with relevant comments, questions or actions.</i> 	<i>For instance:</i> <ul style="list-style-type: none"> • <i>Listen to short excerpts of music from a variety of styles, genres and traditions</i> • <i>Identify a variety of instruments that can be heard and describe sounds</i> • <i>Identify the pulse in different pieces of music Tap knees in time with 'steady beat' music Listen to different sounds in the environment Recall short sequences / patterns of sounds</i> • <i>Sing a familiar song, identify then tap the rhythm of the words</i> • <i>Sing back melodic phrases from known songs Listen to pieces of music that describe e.g. The Sea/ Fireworks etc.</i> • <i>Describe different images created by music</i> • <i>Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects.</i> • <i>Listen to a selection of music that has long (often slow) and short (often fast) sounds</i> • <i>Recognise long and short sounds and make longer and shorter sounds with their voices</i>
<u>Implementation</u> <ul style="list-style-type: none"> • Charanga music scheme taught through music sessions • Singing nursery rhymes and songs daily • Cd player and cd in provision • Musical instruments available through provision • Weekly singing assembly • Session with Symphonia Viva • Writing our own song for the Harvest Festival • Taking part in Christmas and Easter church service 		

Intent	Foundation Stage	Year 1/2
Knowledge and understanding	<ul style="list-style-type: none"> ● Begins to build a repertoire of songs and dances. ● Explores the different sounds of instruments. ● <i>Children sing songs, make music and dance,</i> ● <i>Children experiment with ways of changing songs/music/dance.</i> ● <i>They represent their own ideas, thoughts and feelings through music and dance.</i> ● <i>Children talk about the ideas and processes which have led them to make music, designs, images or products.</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● <i>Recall and perform rhythmic patterns to a steady pulse</i> ● <i>Use instruments to copy back 4-beat rhythm patterns</i> ● <i>Introduce the Xylophone or metallophone</i> ● <i>Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G</i> ● <i>Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</i> ● <i>Use movement and dance to reinforce the enjoyment of music and the sense of pulse</i> ● <i>Respond to long and short sounds through movement - match actions to long and short sounds</i> ● <i>Talk about high and low sounds in the environment and everyday life and imitate them with voices</i> ● <i>Use hand position to reinforce high, middle, low Sing back melodic phrases from known songs</i> ● <i>Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response</i>
<p><u>Implementation</u></p> <ul style="list-style-type: none"> ● Charanga music scheme taught through music sessions ● Singing nursery rhymes and songs daily ● Cd player and cd in provision ● Musical instruments available through provision ● Weekly singing assembly ● Session with Symphonia Viva ● Writing our own song for the Harvest Festival ● Taking part in Christmas and Easter church service 		