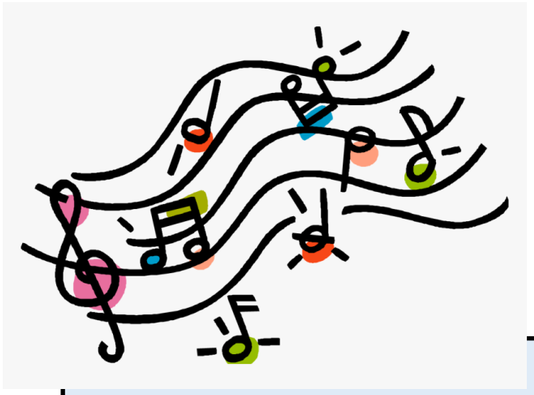


Music in Preschool

By the end of Preschool:

- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm
- • Take part in finger rhymes with numbers.
- • Use drawing to represent ideas like movement or loud noises
- • Listen with increased attention to sounds. •
- Respond to what they have heard, expressing their thoughts and feelings. •
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Knowledge:

Know what makes a good listener.

Know different ways to move their bodies to music.

Know how to create different sounds on different instruments

Explore and engage in music making and dance, performing solo or in groups.

Begin to draw the sounds through pictures and symbols.

Listen carefully to rhymes and songs.

Learn rhymes, poems and songs.

Begin to recognise some music is fast, slow, loud and quiet.

Skills:

Perform songs, rhymes, poems and stories with others

Listen and respond to a range of music.

Sing simple action songs joining in confidently.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Begin to explore the beat/pulse through movement (moving in time to the music) and body percussion.

Combine different movements.

Follow verbal instructions when playing an instrument

Start follow actions when playing instruments or singing.

Key listening:

BBC Teach 10 pieces of music to listen and respond to:

https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6

Including:

- Kerry Andrew—No place like
- Holst—The planet suite
- Jean Sibelius—Finlandia
- Vaughan Williams—Lark ascending

Key vocabulary:

Fast	Loud	Song
Copy	soft	Sounds
High	Sing	Pulse
Instrument	Slow	
Low		

Songs:

Head, shoulders, knees and toes

One finger, one thumb

Alice the camel

Row, row, row your boat

I've got 10 little fingers

Old Mc Donald

I went to visit a farm one day

Twinkle Twinkle Little Star

12345, Once I caught a fish alive

Wind the bobbin up

The wheels on the bus

The Grand Old Duke of York

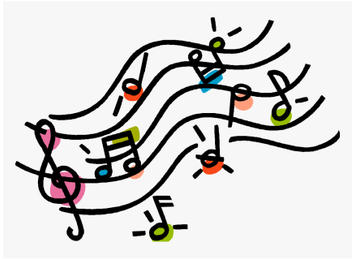
I'm a little tea pot

Mary Had a little Lamb

Santa go stuck up the chimney

We wish you are Merry Christmas (chorus)

Jingle bells (chorus)



Music in Reception

By the end of EYFS:

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
- Share their creations, explaining the process they have used.
- 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.

Knowledge:

Know and show good listening skills

Know how to engage an audience

Know how to represent sounds with symbols and pictures

Begin to draw the sounds through pictures and symbols.

Learn rhymes, poems and songs.

Introduce the vocabulary of pulse and beat.

Recognise some music is fast, slow, loud and quiet.

Know different action that can be used to conduct music.

Skills:

Listen to instructions when performing.

Explore and engage in music making and dance, performing solo or in groups.

Listen attentively, move to and talk about music expressing thoughts and feelings.

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

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

Know how to make different sounds on the same instrument.

Choose sounds to represent different things (thunder, the sea etc).

Listen and respond to a range of music.

Sing simple action songs joining in confidently.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Begin to explore the beat/pulse through movement (moving in time to the music) and body percussion.

Combine different movements with fluency and ease.

Follow simper conductor actions when playing an instrument or singing

Key listening:

BBC Teach 10 pieces of music to listen and respond to:

https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6

Including:

- Marco Beltrami—music for the Snowman by Raymond Briggs
- Prokofiev—Peter and the wolf
- Vaughan Williams—Sea Songs
- Rimsky-Korsakov—Flight of the bumblebee

Key vocabulary:

Fast	Loud	Sing
Follow	Quiet (use instead of 'soft')	Slow
High	Repeat	Song
Instrument	Rhythm	Sounds
Low		Pulse
		Conductor

Songs:

5/10 Little Ducks

5/10 little monkeys sitting in a tree

5/10 Little Speckled frogs

5/10 little men in a flying saucer

Animal fair

Big red combine harvester

Away in a manger

Spring Chicken

Songs related to the class performance.

We wish you are Merry Christmas (chorus + first verse)

Jingle bells (chorus+ first verse)

We are Longnor

Plant a little seed