



# Music-Sticky Learning

Expressive Art and Design			
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. <b>Spring</b></p>			
	3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.
Reception	<p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups</li> </ul>	<p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music</li> </ul>



		express their feelings and ideas		
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>		
	<b>Communication and language</b>	<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs</li> </ul>	
<b>Sticky Knowledge</b>				
	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	
	<b>Tony Chestnut, Carnival of the Animals, Musical Conversations</b> <ul style="list-style-type: none"> <li>Music has a melody.</li> <li>Music can be fast or slow.</li> <li>Music can be loud or quiet.</li> </ul>	<b>Grandma Rap, Swing a long with Shostakovich, Charlie Chaplin</b> <ul style="list-style-type: none"> <li>Instruments can make different sounds.</li> <li>Lyrics are the words in a song.</li> </ul>	<b>The Rockpool Rock, Tanczymy Labada</b> <ul style="list-style-type: none"> <li>Notes can step or jump.</li> <li>Pictures can inspire music.</li> </ul>	
<b>Key Stage 1</b>	<b>Key Stage 1 National Curriculum Objectives</b>			
	Pupils should be taught to: <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>			
<b>Sticky Knowledge</b>				



	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
	<p><b>Tony Chestnut, Carnival of the Animals, Musical Conversations</b></p> <ul style="list-style-type: none"><li>• Different instruments make different sounds.</li><li>• Tempo is the speed of a sequence of sounds.</li><li>• A conductor leads the musical performance.</li></ul>	<p><b>Grandma Rap, Swing a long with Shostakovich, Charlie Chaplin</b></p> <p>A rhythm can be clapped out.</p> <ul style="list-style-type: none"><li>• Crescendo means getting louder.</li><li>• Diminuendo means getting quieter.</li></ul>	<p><b>The Rockpool Rock, Tanczomy Labada</b></p> <ul style="list-style-type: none"><li>• Beats can be grouped into patterns.</li><li>• Pitch can be described as high or low.</li><li>• Different countries have different traditional music.</li><li>• A note is a way of showing a musical sound.</li></ul>