

# OUR MUSIC LEARNING JOURNEY



## EYFS

### Nursery

#### Expressive Arts

Remain engaged for an extended time during role play whilst co-operating with others. Explore and engage in music making and dance, performing solo or in groups. Knowing a wide repertoire of nursery rhymes.

### Reception

#### Expressive Arts

To return to a creation and discuss how it can be improved. To develop and encourage different creative ideas. To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. To move expressively and imaginatively to music and sing songs.

- I can learn a number of songs and rhymes
- I can sing songs and rhymes by myself
- I can clap/tap a steady beat
- I can make music by myself and perform
- I can move to music with increasing rhythmic awareness
- I can input and respond to ideas during role play and making music

Introduce pulse. Maintain a steady pulse through movement. Identify the pulse in contrasting pieces of music. Play a steady pulse using an untuned percussion instrument.

Create a variety of vocal sounds. Explore vocal timbre and instrumental timbre.

## Key Stage 1

Accompany a song using a tuned or untuned instrument

Prepare songs for a performance, follow simple performance directions. Suggest ways to improve performance

Begin to recognise the difference between pulse and rhythm. Identify rhythm of words and copy rhythmic actions

Use melodies to create higher and lower notes. To play simple melodic accompaniment.

To use movement to respond to pitch. Use higher or lower to describe sounds. To imitate changes in pitch

Introduction to how to produce a good sound on the uke using plucking and strumming techniques. Correct posture and names of ukulele parts is introduced.

Introduction to melodic playing, using rote, notation and tab as appropriate.

The concept of chords is introduced and simple open chord shapes taught

Pupils learn to change string pitch using the left hand to fret notes in first position. Introduce singing while playing

## Lower Key Stage 2

Play sequences and play along with songs. Where appropriate, pupils sing as well as play.

Notation of chord boxes is introduced. Use of dynamics is introduced.

Introduction to music notation for duration and rhythm, using rhythm grids. Pupils have opportunity to both read and compose

Learn to play and perform full songs independently without a backing track

Articulation is introduced, and standard and tab notations are used as appropriate

## Upper Key Stage 2

Develop understanding of geographic and cultural origins of reggae. Learn to play and sing both chorus and verse structures of the song 3 Little Birds using the syncopated strum.

Play more extended melodies involving movement around the fretboard

Pupils use dynamics and build an understanding of the structure of the songs (verse, chorus and bridge). Strumming patterns can use more complex rhythms, and arpeggio technique is introduced.

Learn a range of songs from various styles and genres, using a broader selection of chord shapes