

# Music Long Term Overview - Reception

## Autumn 1 - Exploring Sound

**Kapow**  
Primary

Over the course of this half term, Kapow and the DfE Musical Curriculum Guidance suggest immersing the children in musical elements through their continuous provision and nursery rhymes. However, children will additionally have discreet teaching of the unit all about, 'Exploring Sound'. The children will be exploring how to use their voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.

### EYFS Outcomes

### Overview

### Musical Strand

#### Communication and Language

- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs.
- Understand how to listen carefully and why listening is important.

#### Expressive Arts and Design

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

#### ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

#### ELG: Listening, Attention and Understanding

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

#### Characteristics of Effective Learning

Playing and exploring  
Creating and thinking critically  
Active learning

#### Pupils will:

- Explore using our voices to make a variety of sounds.
- Explore how to use our bodies to make sounds
- Explore different sounds and think about tempo
- Explore the sounds of different instruments
- Experiment with tempo and dynamic when playing instruments
- Identify sounds in the environment and differentiate between them.
- Use musical vocabulary when describing environmental sounds.
- Identify and describe familiar nature sounds and differentiate between them
- Use voices to imitate natural sounds

#### Predominant Area of Music

**Musical Exploration in the EYFS**

**Listening and Responding**

**Performing**

**Composing**

# Music Long Term Overview - Reception

## Autumn 2 - Celebration Music

Over the course of the half term, the children will begin learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas. They will explore why and what different beliefs are across several different cultures and how these differences are celebrated through music. They will observe different musical and dance traditions and join in in group performances emulating such traditions.

**Kapow**  
Primary

EYFS Outcomes	Overview	Musical Strand
<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><u>ELG: Being imaginative and expressive</u></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li> </ul> <p><u>Characteristics of Effective Learning</u></p> <p>Playing and exploring</p>	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> <li>Learn about music from another culture, particularly when related to the festival of Diwali</li> <li>Respond to music with movement</li> <li>Explore different sounds and think about tempo</li> <li>Explore the sounds of different instruments</li> <li></li> </ul>	<p><u>Predominant Strand of Music</u></p> <p><b>Listening and Responding Performing</b></p>

# Music Long Term Overview - Reception

**Kapow**  
Primary

## Spring 1 - Music and Movement

In the second half of the spring term, the children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. They will learn why songs can have actions and some simple Makaton signs to accompany a song and also how to explore a musical beat through body movement. Then the children will learn to recognise and react to different tempos in music and the children how to express different pitch and tempo in music through dance. The unit concludes with children performing two musical and movement songs.

### EYFS Outcomes

#### Communication and language

- Understand how to listen carefully and why listening is important.

#### ELG: Listening, attention and understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

#### Understanding the world

- Explore the natural world around them.

#### Characteristics of Effective Learning

- Playing and exploring
- Creating and thinking critically
- Active learning

#### Expressive arts and design

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

### Overview

#### Pupils will:

- Understand why songs have actions
- Learn some simple Makaton signs to accompany a song
- Explore beat through body movement
- Express feelings and emotions through movement to music
- Explore beat through body movement
- Explore pitch and tempo through scarf dancing and body movement

### Musical Strand

#### Predominant Strand of Music

**Listening and Responding**  
**Performing**  
**Composing**

# Music Long Term Overview - Reception

## Spring 2 - Musical Stories

During the second half of the Spring Term, the children will work on unit based on traditional children's' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story. Through familiar stories such as Little Red Riding Hood, The Sleeping Princess and We're Going On A Bear Hunt, children will add music and dance to their story retelling performances.

**Kapow**  
Primary

### EYFS Outcomes

#### Communication and language

- Learn new vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

#### Expressive arts and design

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody

#### ELG: Being imaginative and expressive

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

#### Characteristics of Effective Learning

- Playing and exploring
- Creating and thinking critically

### Overview

#### Pupils will:

- Listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.
- Move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.
- Talk about how a piece of music makes you feel.
- Listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story.
- Understand that music and instruments can be used to convey moods or represent characters.
- Use actions to retell a story to music
- Sing and perform a group song
- Learn how instruments can represent a certain mood, character or action
- Experiment with the sounds of different instruments
- Create a musical story based upon a familiar routine
- Use instruments to represent moods or actions
- Play an instrument as part of a group story

### Musical Strand

#### Predominant Strand of Music

**Listening and Responding**  
**Performing**  
**Composing**

# Music Long Term Overview - Reception

## Summer 1 - Transport

**Kapow**  
Primary

During Summer 1, the children will work on unit based on the sounds of transport. The children will be using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. This unit allows them to apply musical identification, differentiation and imitation skills that they have developed across the curriculum so far. The children will be becoming more familiar and comfortable with performing their composition in front of a range of audiences.

### EYFS Outcomes

#### Communication and language

- Learn new vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

#### Expressive arts and design

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody

#### ELG: Being imaginative and expressive

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

#### ELG: Listening Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

#### Characteristics of Effective Learning

- Playing and exploring
- Creating and thinking critically

### Overview

#### Pupils will:

- Explore creating sound effects
- Explore making sounds at different speeds
- Explore moving to different tempos
- Interpret symbols to show a change in speed
- Interpret a simple score to show tempo changes

### Musical Strand

#### Predominant Strand of Music

**Listening and Responding  
Performing  
Composing**

# Music Long Term Overview - Reception

## Summer 2 - Big Band

During Summer 2, the children will be learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. The children will use recyclable materials to create and play their own instruments. They will also be experimenting with playing tuned and untuned instruments, children then play along and sing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time.

**Kapow**  
Primary

### EYFS Outcomes

#### Expressive arts and design

- 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
- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

#### ELG: Being imaginative and expressive:

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

#### Characteristics of Effective Learning

- Playing and exploring
- Active learning
- Creating and thinking critically

### Overview

#### Pupils will:

- Discuss what makes a musical instrument
- Use recyclable materials to create a simple representation of a musical instrument
- Learn what an orchestra is
- Learn about the four different groups of musical instruments
- Copy and follow a beat
- Follow a beat using an untuned instrument
- Choose appropriate instruments to represent different parts of a song.
- Perform a practised song to a small audience.

### Musical Strand

#### Predominant Strand of Music

**Listening and Responding**  
**Performing**  
**Composing**