



St Monica's R.C Primary School – Reception Knowledge Organiser –



Music in Reception

We become Musicians through the following EYFS areas of learning:

**Expressive Arts and Design
Communication and Language
Physical Development**

In Reception, we learn to be creative with sounds, using our imaginations to show feelings and ideas. We learn that music can be made using vocal (our voices) and instrumental (musical instruments) sounds.

Performing

- Music can be made in a range of ways e.g. playing with sounds creatively, playing along to the beat of the song I am singing or music I am listening to.
- I can request my favourite rhyme, poem or song at music time. I can move in time to music and create dance to music (musicality).
- I can sing in a group or on my own, increasingly matching the pitch and following the melody.
- I can perform on the stage in front of an audience (Christmas performance, Assemblies).
- I can perform to a range of music from different cultures (Diwali/Chinese New Year).
- I can perform/retell a story, poem and song with my peers
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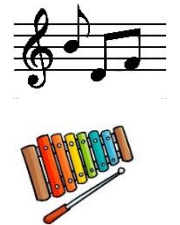
Appraising

- Listen attentively, move to & talk about music, expressing my feelings & responses e.g. it makes me feel sad.
- Respond imaginatively to music e.g. this music sounds like dinosaurs, fairies.
- Listen to a variety of different composers/song writers and styles of music and make preferences and comments on what I hear.
- Make preferences about the music I hear.
- Recognise the dynamics and tempo in the music I listen to.



Composing

- Choose particular movements, instruments/sounds for my own imaginative purposes.
- Explore & engage in music making & dance, performing solo or in groups.
- Beginning to use pictures and symbols to represent music.
- Hear the syllables in words and use this to help me make rhythms.
- Beginning to create musical patterns using instruments, movement or with my voice.



Instruments

Musical instruments are objects that are used to make music. They can be made out of many objects e.g. spoons, pans, boxes.

Common instruments include: Drums, Xylophone, Maracas, Triangle, Symbols, Tambourine, Guitar, Piano, Keyboard, Violin, Bell, Trumpet.

Familiar Songs

We sing lots of songs that we know well. They include:

Nursery Rhymes, Happy Birthday songs, Hymns, Christmas Carols, Theme Tunes and Simple Pop songs, jazz music and classical music, carols and rock.

Key Vocabulary

Music, sound, pulse, beat, voice, instrument, rhythm, singing, dancing, pitch, volume, tempo, composer, conductor, orchestra, play, listen, dance, perform, bang, clank, shake, beat, tap, scrape, clang, crash, pluck, practise, vibrate, notes, scale, slide, tune, music, compose.

Music Links to EYFS Statutory Framework and Development Matters

Music		
Communication and Language	Physical Development	Expressive Arts and Design
<p>3 / 4 year olds:</p> <ul style="list-style-type: none"> - Sing a large repertoire of songs <p>Reception</p> <ul style="list-style-type: none"> - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. 	<p>3 / 4 year olds:</p> <ul style="list-style-type: none"> - Use large-muscle movements to wave flags and streamers, paint and make marks <p>Reception:</p> <ul style="list-style-type: none"> - Combine different movements with ease and fluency. 	<p>3 / 4 year olds:</p> <ul style="list-style-type: none"> - 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. <p>Reception:</p> <ul style="list-style-type: none"> - 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. <p>ELG: EAD: Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> - 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.

KS1 Music National Curriculum Areas of Learning

Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.