



EYFS and Key Stage 1 MUSIC CURRICULUM OVERVIEW

In EYFS and Key Stage 1 At Manor Primary we use Music Express to support at teaching of music, drawing upon the range of musical ideas and activities that they provide.

Statements in bold are the EYFS Framework and National Curriculum requirements

40-60 Months	Early Learning Goal
<ul style="list-style-type: none"> ▪ Begins to build a repertoire of songs and dances ▪ Explore the different sounds of instruments ▪ Understand that different media can be combined to create new effects ▪ Constructs with a purpose in mind using a variety of resources uses simple tools and techniques competently and appropriately ▪ Selects appropriate resources and adapts work where necessary ▪ Select tools and techniques needed to shape assemble and join materials they are using 	<ul style="list-style-type: none"> ▪ Sing songs ▪ Make music and dance and experiment with ways of changing them ▪ Safely use and explore a variety of materials tools and techniques experimenting with design texture form and function
Year 1	Year 2
Begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Develop the use of voices expressively and creatively by singing songs and speaking chants and rhymes.
<ul style="list-style-type: none"> • Play and sing quietly and loudly • Play and sing short notes and long notes. • Play and sing high and low notes. • Take part in a group song performance. 	<ul style="list-style-type: none"> • Sing songs with others or on my own, remembering the tune and keeping in time.
Begin to play tuned and untuned instruments musically.	Develop in playing tuned and untuned instruments musically.
<ul style="list-style-type: none"> • Know how to make a sound on several musical instruments, e.g. drum, triangle, recorder, keyboard. • Play and sing high and low notes. 	<ul style="list-style-type: none"> • Keep a beat on my own. • Copy and play simple rhythms in time with other people. • Make up rhythms and patterns. • Play at different speeds (temp) and in different pulses (meters) • Make up short musical patterns in a group or on my own with beginning, middle and end, using different instruments or sounds.

Begin to experiment with, create, select and combine sounds using the interrelated dimensions of music.	Continue to experiment with, create, select and combine sounds using the interrelated dimensions of music.
<ul style="list-style-type: none"> • Know how to make a sound on several musical instruments, e.g. drum, triangle, recorder, keyboard. • Perform simple rhythms and songs by copying. • Choose sounds to represent ideas, e.g. horses hooves, money jingling, wind whistling etc. 	<ul style="list-style-type: none"> • Copy and play simple rhythms in time with other people. • Make up rhythms and patterns. • Play at different speeds (temp) and in different pulses (meters) • Make up short musical patterns in a group or on my own with beginning, middle and end, using different instruments or sounds. • Use my own made up symbols to represent sounds.
Begin to listen with concentration and understanding to a range of high-quality live and recorded music.	Continue to listen with concentration and understanding to a range of high quality live and recorded music.
<ul style="list-style-type: none"> • Say whether music sounds happy or sad, and move to music according to how it feels, e.g. marching, sliding, jumping or dancing. 	<ul style="list-style-type: none"> • Describe music using elements words such as high, low, slow, fast, long or short sounds and say how they affect the mood of the music.