



Year group: Reception

Area/topic: Pitch

**Statutory Framework for the Early Years Foundation Stage:**

- Be able to sing a range of well-known nursery rhymes and songs.
- Be able to perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with the music.

**Objectives taken from Active Music:**

- To recognise and explore how verbal sounds can be changed.
- To establish the difference between the speaking and singing voice.
- To listen and respond to a specific pitch and to try to echo at the same pitch.
- To establish whether their pitch is the same or different to another.
- To sing short phrases independently.
- To sing a simple song from memory.
- To engage in singing and movement.
- To feel the pulse and rhythm of the song through a variety of media including voice, body percussion and tuned instruments.
- To sing short phrases independently.
- To engage in singing games with 3 notes.
- To recognise how sounds can be longer or shorter, higher or lower.
- To reinforce pulse, rhythm and pitch skills using a 2-note song.
- To hear the difference between the pulse and the rhythm and to play tuned instruments accordingly.
- To sing solos on 2 notes.
- To improvise instrumental patterns and internalise and recall higher and lower sounds.

Prior learning	Future learning
<p>In Autumn term: Children learned new songs and chants, learning to keep rhythm and pulse.</p>	<p><b>In Year 1</b></p> <p><b>Key Stage 1 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand and explore pitch and duration</li> <li>• Understand and explore appropriate musical notations</li> <li>• Use voices expressively and creatively by singing songs</li> <li>• Perform with others.</li> <li>• Play tuned instruments musically.</li> </ul> <p>Objectives taken from Active Music- Year 1:</p> <ul style="list-style-type: none"> <li>• To experiment with different types of voices and to establish the difference between the speaking and singing voice.</li> <li>• To understand how sounds can be changed from high to low and to begin to pitch-match on one note.</li> <li>• To continue to experiment with different vocal sounds.</li> <li>• To pitch-match and sing solos on the notes So and Mi. To establish whether their pitch is the same or different to another.</li> <li>• To gain more accuracy in pitch-matching on the notes So and Mi.</li> <li>• To consolidate understanding of high and low notes.</li> <li>• To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing.</li> <li>• To learn to make higher and lower sounds with voices in response to gestures and visual patterns.</li> <li>• To follow a scale as it goes up and down with singing and actions.</li> <li>• To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing.</li> <li>• To learn to pitch-match and sing solos on the notes So, Mi and La .</li> <li>• To play tuned instruments to a steady pulse to accompany singing. To show recognition of pitch changes through actions.</li> <li>• To sing songs containing the notes So Mi La with increasing accuracy.</li> </ul>

	<ul style="list-style-type: none"> <li>To create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in groups</li> </ul>
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will be able to sing short phrases and simple songs within a 3- note range. Children will recognise how sounds can be longer or shorter, higher or lower. Children will be able to improvise instrumental patterns and internalise and recall higher and lower sounds.	Teachers can make notes of plans of children are/are not meeting objectives.  Teachers can record children performing.
Key vocabulary	
Pulse, rhythm, beat, chant, rhyme.	
Common misconceptions	Books linking to this area
Children may find it difficult to hear, distinguish and sing different notes.	All Join In- Quentin Blake
Memorable first hand experiences	Opportunities for communication
Collective Worship performances.	Learning new words when learning chants and rhymes.

DCINS Reasonable adjustments for pupils with SEND

<p data-bbox="436 81 817 108">Communication and Interaction</p> <p data-bbox="241 156 1012 220">Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p data-bbox="1361 81 1639 108">Cognition and Learning</p> <p data-bbox="1111 156 1886 220">Teacher could use metronome app to support children keeping a steady beat.</p>
<p data-bbox="409 403 844 430">Social, Emotional and Mental health</p> <p data-bbox="347 475 907 502">Children can work in smaller group or with 1:1.</p>	<p data-bbox="1373 403 1628 430">Sensory and Physical</p> <p data-bbox="1084 475 1910 539">Children can use different musical instruments to keep a steady beat, or ear defenders.</p>