


Dereham Church Infant and Nursery School- Music

Reception Sum 1 MTP

	Year group: Reception	Area/topic: Instrumental
	<p>EYFS Statutory Framework- Early Learning Goals</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. <p>Objectives taken from Active Music- Instrumental</p> <ul style="list-style-type: none"> • To explore how instruments make their sounds and how they can be organised. • To learn to play un-tuned instruments with some control, following instructions of gestures, symbol cards and word cues. • To learn when to play and when not to play, following cues from a drum and key words in songs • To think of words to describe instrumental sounds. • To internalise a song and recall the rhythm patterns within it through voices, clapping and playing instruments. • To consolidate the rhythm of a chant through voice, body percussion, tuned and un-tuned instruments. • To improvise short melodies on pitched instruments. • To recognise high and low notes. • To play instruments on key words/sentences during games and songs. • To play to a steady pulse. <p>To improvise melodic patterns on xylophones.</p>	

Prior learning	Future learning
<p>In Nursery:</p> <ul style="list-style-type: none"> • Can create rhythmic sounds and movements- body percussion. • Can handle untuned and tuned percussion instruments with care, knowing how they are meant to be played. • Can sing to self when playing. 	<p>In Year 1</p> <p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Use voices expressively by singing songs and speaking chants and rhymes. • play tuned and untuned instruments musically

- Explore making sounds on untuned and tuned percussion instruments.

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Objectives taken from Active Music- Instrumental

- To explore different instrumental sounds and how they can be played.
- To learn to play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues.
- To count, internalise and play instruments to a steady pulse.
- To play to a steady pulse as an accompaniment to their singing.
- To count, internalise and play on a chosen number.
- To comment on the different sounds of the instrument categories.
- To internalise and recall rhythm patterns on instruments.
- To respond to different tempos.
- To follow a conductor.
- To chant and play instruments in two parts.
- To improve recall of rhythm patterns on instruments.
- To internalise rhythmic phrases including Ta, Te-te and rests in a chant and to recall them on instruments.
- To accompany their singing by playing instruments in two parts.
- To accompany their singing on tuned and un-tuned instruments, playing to a steady pulse and with accurate rhythms.
- To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.
- To play to a steady pulse to accompany their singing.
- To concentrate and internalise lyrics, playing instruments on specific cue words.
- To improvise melodies on xylophones

What pupils need to know or do to be secure	
<p>Key knowledge and skills</p> <p>Children will be able to play tuned and un-tuned instruments correctly. Children will be able to play un-tuned instruments with control, following instructions of gestures, symbol cards and word cues. Children will be able to describe different instrumental sounds. Children will be able to internalise a song and recall the rhythm patterns within it through voices, clapping and playing instruments. Children will be able to improvise short melodies on xylophones.</p>	<p>Possible evidence</p> <p>Teacher can record children performing. Teacher can make notes on lesson plans to identify children who have and have not met lesson objectives.</p>
<p>Key vocabulary</p> <p>start, stop, tap, shake, scrape, ring</p>	
<p>Common misconceptions</p> <p>Children may have had limited experience playing musical instruments.</p>	<p>Books linking to this area</p> <p>All Join In- Quentin Blake.</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p> <p>Learning new words when learning chants and rhymes.</p>

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p>Teacher could use metronome app to support children keeping a steady beat.</p>

Social, Emotional and Mental health

Children can work in smaller group or with 1:1.

Sensory and Physical

Children can wear ear defender for louder parts of the lesson.

Children can use different musical instruments.