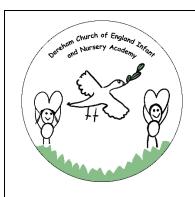
## Dereham Church of England Infant and Nursery Academy- Music

## Spring 2





Year group: Nursery

Area/topic: Rhythm and pulse-percussion instruments

(objectives from NC/ELG/Development matters)

#### Listening and understanding

> Lister to songs, nursery rhymes and different genres of music, knowing that we need to be quiet when listening to music.

### Rhythm and Pulse

- > Copy actions when following/keeping to a steady beat.
- > Engage in pat-a-cake clapping games.
- Practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse.
- > Keep to a steady pulse using un-tuned percussion instruments.

Prior learning	Future learning	
In Spring 1:	In Reception	
Children have continued to learn new songs, chants and rhymes. Children will have gained some confidence performing these songs in class.	<ul> <li>Objectives taken from the Statutory Framework for the Early Years         Foundation Stage:</li> <li>Sing a range of well-known nursery rhymes and songs.</li> </ul>	
Children have also listened to different types of music and developed understanding of the need to listen and be quiet when listening to a piece of music.	Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.	
Children have used body percussion to keep steady pulse when listening to music or performing.	Objectives taken from Active Music	
	To consolidate the feeling of pulse through singing games and activities.	
	ightharpoonup To engage in music making and sing simple songs from memory.	
	To copy actions and make up own actions when following/keeping a steady beat. To respond to cue words.	
	To engage in pat-a-cake clapping games.	
	To chart rhymes from memory.	
	> To subconsciously internalise the rhythm of the words of the	
	rhyme through chanting, clapping and thinking.	

<ul> <li>To play to the words of a given rhyme on un-tuned percussion instruments.</li> <li>To chant, clap and use thinking voices as part of the learning process.</li> <li>To practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse.</li> </ul>
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What pupils need to know or do to be secure				
Key knowledge and skills		Possible evidence		
Children will continue to be able to hear and join in with a steady beat, using different types of body		Teacher can use own judgement to		
percussion to maintain a steady beat in a piece of music they are listening to or performing.		observe when children are listening and		
Children will continue to listen attentively to different types of music.		paying attention to music.		
Children will be able to use a variety of un-tuned percussion instruments				
piece of music they are listening to or performing.		Teacher can record performances of		
		children performing songs.		
Key vocabulary				
Song/singing, music, beat, pulse				
Common misconceptions	Books linking to this area			
Children may find it hard to hear a beat and maintain a steady pulse.	The Pirate Mums- Jodie Lancet- Grant			
They may confuse keeping pulse as just dancing to music.				
Children may find it hard to listen and follow instructions when				
performing with percussion instruments.				
Memorable first hand experiences	Opportunities for communication			
Easter service.	Learning new words when singing.			

# Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

	Communication and Interaction	Cognition and Learning	
	rot have to sing all words in a song-they can sing just the t verse of something, for example. They could just sing 'la' for example.	Children do not have to sing all words in a song-they can sing just the chorus, or first verse of something, for example. They could just sing 'la' for example.	
	not have to verbally comment on music or sounds they hear, they can point to a picture or symbol instead.		
	Social, Emotional and Mental health	Sensory and Physical	
Children do n	ot have to listen to the duration of a song if it is too difficult to sustain attention.	Children can wear ear defenders if music is too loud.	
	Children can go on sound walk with I:I	Children can take any sensory items when going on sound walk outside.	