

	<p>Year group: Reception</p>	<p>Area/topic: Instrumental</p>
	<p>(objectives from NC /ELG /Development matters) 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. ➤ To improvise melodic patterns on xylophones. 	

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. ➤ Explore making sounds on untuned and tuned percussion instruments. 	<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 ➤ experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Objectives taken from Active Music- Instrumental</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be able to play tuned and un-tuned instruments correctly.</p> <p>Children will be able to play un-tuned instruments with control, following instructions of gestures, symbol cards and word cues.</p> <p>Children will be able to describe different instrumental sounds.</p> <p>Children will be able to internalise a song and recall the rhythm patterns within it through voices, clapping and playing instruments.</p> <p>Children will be able to improvise short melodies on xylophones.</p>	<p>Teacher can record children performing.</p> <p>Teacher can make notes on lesson plans to identify children who have and have not met lesson objectives.</p>
Key vocabulary	
start, stop, tap, shake, scrape, ring	
Common misconceptions	Books linking to this area
Children may have had limited experience playing musical instruments.	All Join In- Quentin Blake.
Memorable first hand experiences	Opportunities for communication
	Learning new words when learning chants and rhymes.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p>Cognition and Learning</p> <p>Teacher could use metronome app to support children keeping a steady beat.</p>
<p>Social, Emotional and Mental health</p> <p>Children can work in smaller group or with 1:1.</p>	<p>Sensory and Physical</p> <p>Children can wear ear defender for louder parts of the lesson.</p> <p>Children can use different musical instruments.</p>