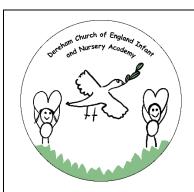
Dereham Church of England Infant and Nursery Academy- Music

Summer I





Year group: Reception

Area/topic: Instrumental

(objectives from NC/ELG/Development matters)

EYFS Statutory Framework- Early Learning Goals

- > 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. Objectives taken from Active Music-Instrumental
 - > 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.
 - \triangleright 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
In Nursery: 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.	In Year Key Stage National Curriculum Objectives: Use voices expressively by singing songs and speaking chants and rhymes. play tuned and untured instruments musically experiment with, create, select and combine sounds using the interrelated 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 chart 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
chart 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.
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To improvise melodies on xylophones

What pupils need to know or do to be secure			
Key knowledge and skills		Possible evidence	
Children will be able to play tuned and un-tuned instruments correctly.		Teacher can record children performing.	
Children will be able to play un-tuned instruments with control, following instructions of gestures, symbol			
cards and word cues.		Teacher can make notes on lesson plans	
Children will be able to describe different instrumental sounds.		to identify children who have and have	
Children will be able to internalise a song and recall the rhythm patterns within it through voices, clapping		not met lesson objectives.	
and playing instruments.		·	
Children will be able to improvise short melodies on xylophones.			
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

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