



Expressive Arts in the Early Year Foundation Stage – See Early Years Curriculum

Expressive Arts and Design

ELG: Creating with Materials Children at the expected level of development will:

- ♣ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- ♣ Share their creations, explaining the process they have used;
- ♣ Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- ♣ Invent, adapt and recount narratives and stories with peers and their teacher;
- ♣ 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.

National Curriculum Subject Content Key stage 1

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music

[illegible]

Vocabulary	<p>Beat/pulse - Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'</p> <p>Duration - The word used in music to refer to the length of a sound or silence</p> <p>Dynamics/volume - The loudness of the music, usually described in terms of loud/quiet</p> <p>Melody - A tune</p> <p>Notations - Ways of writing music down – examples include graphic notation and staff notation</p> <p>Pictorial symbols - A simple form of notation in which a picture is used to represent a sound, eg car picture = motor sounds</p> <p>Symbol - Any written representation of a sound</p> <p>Pitch - Refers to the complete range of sounds in a piece of music from the lowest to the highest</p> <p>Playing methods - Acoustic (non-electronic) sounds are made by shaking, scraping, tapping, or blowing a sound maker</p> <p>Rest - A silence</p> <p>Rhythm - Patterns of long and short sounds played within a steady beat</p> <p>Tempo (plural tempi) - The speed at which music is performed, usually described in terms of fast/slow</p>
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The table below shows how this is implemented within our scheme of work:

Introduce Repeat Embed

Year Group	Listen and Appraise	Interrelated Dimensions (games)	Singing	Playing	Improvising	Composition	Performance
R	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.				A performance is sharing music.
1	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To confidently sing or rap five songs from memory and sing them in unison.	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with other people, called an audience.
2	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	Composing is like writing a story with music. Everyone can compose.	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.