



		<p>Ring-a-ring o'roses  Performance at the FS Easter show - '5 Little Ducks' 'Twinkle Twinkle Little Star', 'Row, Row your Boat'.</p> <p>Include children's favourite songs within singing times, whether this be songs from home or songs learnt at school.  Create song stories with children, for example, offer them a first line of a song and ask them to continue the song.  Invite children to suggest songs to sing in groups and value their ideas, whether this be nursery rhymes, pop songs, songs from home or their own creations.  Play circle song games and group games, songs with parachutes, partnering songs "Row, Row".  Use a singing puppet that sings; invite children to be the puppet's singing voice.</p> <p>Invite children to create sound effects to accompany stories.  Explore conducting games, together with the children: decide on a signal for start and stop, for example, hand gestures, dancing puppets/sleeping puppets, red/green scarves/flashcards.  Exploring ways of extending the children's musical ideas, for example, copy a child's pattern and then add an idea of your own, sensitively offer and play with ideas.</p>
<p><b>Compose</b>  This concept involves appreciating that music is created through a process</p>	<ul style="list-style-type: none"> <li>• Begins to joins in when singing and performing actions to well-known rhymes and songs.</li> </ul>	<p>Joining in singing and performing Nursery rhymes.</p> <p>Playing music on cd player and playing along with different instruments. Clapping to the beat during singing time responding</p>

which has a number of techniques.

- Claps and plays a musical instrument in response to music.

to the music they hear. Encourage children to move whilst playing instruments. Encourage children to listen carefully to the sound of an instrument and move in response. Join in with the clapping or tapping to the song they are singing or music they are listening to.

Joining in with Christmas carols.  
Joining in with festive and celebratory song, For example, singing Happy Birthday.

Exploring Musical Terms while playing a variety of instruments (*piano / keyboards, ukuleles / guitars, xylophones / metallophones*)

- Pulse/beat: like a heartbeat, a steady beat underlying the music
- Rhythm: pattern of sound
- Pitch: high sounds, low sounds
- Dynamics: loud, quiet, getting louder, getting quieter
- Timbre: the character of a sound (smooth sound, spikey sound, scratchy sound).
- Texture: layers in the music, (one sound or several sounds).
- Tempo: speed
- Genre: the type of music, (pop, jazz, folk, classical).

Encourage children to listen carefully by guiding them to listen, play music and invite children to respond at specific times, for example, shake your hands when you hear the loud part. Offer a

		<p>range of visual resources/pictures and invite children to match pictures to music.</p> <p>Experiment with instruments to begin to understand that they can make a range of sounds. For example, what is the difference between the sound of the key at the far left of the keyboard and that of the key on the far right?</p> <p>Begin to use different sounds for different purposes. Eg: what do these sounds make you think of? Would you use a low note or a high note to describe an elephant / a mouse?</p>
<p><b>Transcribe</b> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"> <li>• Draw illustrations to well-known songs and rhymes.</li> </ul>	<p>Invite children to create marks/symbols/ pictures to pieces of music and instrumental sounds.</p> <p>Drawing nursery rhymes characters during free flow. For example, drawing a spider representing Incy Wincy and an egg with legs representing Humpty Dumpty.</p> <p>Drawing and recording Maths sessions: 5 ducks, five green frogs and five green bottles.</p> <p>Draw pictures that make reference to the instrumentation or genre of a piece of music. Eg: (rock music) what do you imagine this band looks like? Can you draw a picture of them?</p>

<p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> <li>• Talk about likes and dislikes when listening to music.</li> </ul>	<p>Promoting hearing and listening to music: Listening to different kinds of music and discussing how music makes us feel. Ask parents what kind of appropriate music they tend to listen to at home. Play a wide range of genres of music and music from the home environment. Observe children's responses to music played from home. Does the music comfort them? Does familiar music encourage them to move? Do you like the music? Why? What do you like about it? How does this music make you feel? Children to show thumbs up or down to show if they like the music and talk about it.</p> <p>Create playlists to reflect children's preferences in music.</p> <p>Invite musicians to perform for children: parents/ carers who play instruments, students from local colleges/universities, people from the local community. Play sound-matching games: play instruments that children cannot see and invite children to play a matching instrument or describe the instrument. Show pictures of instruments, bands, ensembles to accompany music played.</p>
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