



Subject- Music



Threshold Concepts and Milestones

Threshold Concept	Foundation Stage 2	Content	
<p>Perform This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. (ELG) 	<p>Confidently sing Nursery Rhymes as part of cross-curricular teaching. Singing regularly and using a wide range of songs and rhymes. Singing during routines that take place throughout the day; such as lining up song, washing hands song, and end of day song. Continue to sing the songs learnt in nursery and also learn more challenging songs.</p>	
		Rhymes learnt in nursery	Songs and Rhymes to learn in Reception
		<p>Five Little Ducks Five Green Speckled Frogs Five Green Bottles Twinkle Twinkle Little Star Humpty Dumpty Row, Row, Row your Boat The wheels on the Bus Incy Wincy Spider Baa Baa Black Sheep</p>	<p>Co Jo Rhymes:- Row, Row, Row your Boat Twinkle, Twinkle, Little Star If you are Happy and You know it Jack and Jill went up the Hill Humpty Dumpty New Songs and Rhymes:- Sing a rainbow Once I caught a fish alive</p>

	<ul style="list-style-type: none"> • Perform songs, rhymes, and poems and- when appropriate - try to move in time to music. (ELG) 	<p>London Bridge is Falling Down I'm a Little Tea Pot Hickory Dickory Dock One, Two, Three, Four Jack and Jill</p>	<p>Johnny, Johnny (split class into 2, 1 group singing a response) Three Little Monkeys Jumping on the Bed Rain, Rain Go Away Head Shoulders Knees and Toes B-I-N-G-O Old MacDonald Had a Farm See the Little Bunnies Sleeping Alphabet song Mary had a Little Lamb The Ugly Duckling Miss Polly had a Dolly Skidamerink The Grand Old Duke of York Daisy, Daisy My Old Man said Follow the Band One, Two Buckle my Shoe Selected songs for the Easter Show and Graduation Assembly as the end of the Year.</p>
<p>As a whole class perform the songs above. Choose groups of children and individual children to perform songs from above. Encourage and demonstrate how to use the stage area outside to practise and perform songs of their choice for others. Practise song and rhymes, playing percussion instruments,</p>			

Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

- Join in when signing and performing actions to well-known rhymes and songs.
- Clap along to music.
- Repeat a pattern by clapping different beats.

Sing the songs above joining in with actions and signs.

Demonstrate how to clap along, creating a beat in time to the music.

Support the children to create a new verse, e.g. suggesting new animals to meet when singing Row, Row, Row Your Boat.

Play appropriate percussion instruments E.G. Rain makers and glockenspiels for Rain, Rain Go Away. Children to choose instruments to represent each animal in Old MacDonald had a Farm.

During Circle Time play clapping games, e.g. Repeat a pattern starting very simply and then becoming more complex. Play pass the rhythm around the circle.

Clap a beat when saying a child's name.

Challenge children to count how many beats are in their name.

Challenge children to work out which is the child's name from listening to the rhythm.

Challenge children to clap the rhythm of their own name and that of a friend.

Clap rhythms that have a pause in the middle.

After children have developed skills to clap a rhythm, challenge children to play that rhythm on a single note of a chromatic musical instrument.

Teach children the importance of being still with a percussion instrument, challenge children to pass a percussion instrument around a circle without making a sound. Teach children the importance of waiting their turn to play. Choose children to be

		<p>the conductor, telling groups of children with different percussion instruments when it is their turn to play and to stop in order to compose and perform.</p> <p>Begin to teach the Musical Terms while playing a variety of instruments:</p> <p>Pulse/beat: like a heartbeat, a steady beat underlying the music</p> <p>Rhythm: pattern of sound</p> <p>Pitch: high sounds, low sounds</p> <p>Dynamics: loud, quiet, getting louder, getting quieter</p> <p>Timbre: the character of a sound (smooth sound, spikey sound, scratchy sound).</p> <p>Texture: layers in the music, (one sound or several sounds).</p> <p>Tempo: speed</p> <p>Genre: the type of music, (pop, country, jazz, folk, rock, classical,).</p> <p>Explore the range of sounds possible with melodic instruments and talk about them using musical vocabulary. Can you play a low / high note? Can you play quietly / loudly?</p> <p>Compose / improvise simple melodies with two or three given notes - limit notes by removing keys from glockenspiel / xylophone.</p>
<p>Transcribe This concept involves</p>	<p>• Draw and paint whilst listening to music.</p>	<p>Communicate the different sounds, rhythms, and moods created by music by the use of paint, felt pen and wax crayon on large</p>

<p>understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>		<p>sheets of paper. Allow children to express what they can hear through art and mark making.</p> <p>Listen to a range of music throughout the year from classical, jazz, modern orchestral pieces, music of the 20th and 21st Century. Also listen to a selection of traditional music from different cultures:- African, Asian, South American, Australian.</p>
<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • Match feelings to a range of music. • Try to move in time to music. (ELG) 	<p>When listening to music discuss how music can make you feel. Listen to a range of music that represents a range of emotions. Encourage children to draw images in their minds such as stormy seas, fields and country sides, busy towns.</p> <p>Invite musicians to perform for children: parents/ carers who play instruments, students from local colleges/universities, people from the local community.</p> <p>Show pictures of instruments of an orchestra and listen to the different sounds created by the different sections of the orchestra, such as wood wind instruments, stringed instruments, percussion, and brass instruments.</p> <p>Challenge the children to match a picture of an instrument to the sound they hear, support the children to describe the sound they hear.</p> <p>Discuss children's favourite songs and music and ask them to state why this is. Listen to and perform to the music as part of a dance. Demonstrate and encourage children to move in time to the music. Challenge children to tell the story of the music through song.</p>