



**BRAILES C of E
PRIMARY SCHOOL**

Brailes C Of E Primary School Early Years Foundation Stage Music Curriculum

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.



Calypso Kids Music Scheme developed to link with the school's topics- songs, additional planning and appropriate worksheets are available.

Autumn Term	Spring Term	Summer Term
<p>Me and My Community LI: sing a variety of songs Favourite Counting rhymes 1,2,3,4,5, 5 Little Ducks, 5 currant buns, 2 little dickie birds People Who help Us - Miss Polly, Wheels on the Bus Old MacDonald, The Dustbin men, Firefighter Song Play 'What's in the lily pad?' LI: listen carefully and learn to recognise the timbre (sound quality) of different percussion instruments. Explore the instruments - how to make a sound, play it fast/slow, loud and soft. Talk about their favourite instruments & songs Children copy the teacher keeping the pulse through marching, clapping and copying back on the instruments. Use the percussion instruments to accompany the chosen songs and keep the pulse.</p> <p>Exploring Autumn LI: sing a variety of songs Harvest songs LI: recognise different instruments, say when I like and dislike music CBeebies Melody - Coat of Leaves Antonio Vivaldi Create own autumnal song to 'Sing a rainbow' Copy back the rhythm of colours - red, blue, green, yellow, purple, orange. Follow the pattern - say it back, clap it back then play the rhythm back on a percussion instrument. Choose words from their favourite rhymes, say it, clap it and play it. Introduce high and low sounds using the xylophone/chime bars. Stretch up to the ceiling when the teacher plays a high note, curl to the ground for a low note. Play the notes slowly from high to low as the children imagine they are leaves falling from the trees. Choose their own instruments to accompany a favourite song.</p>	<p>Once Upon A Time LI: sing a variety of songs Out of the Ark have a selection of traditional tales to choose from - Goldilocks and the three Bears, Little Red Riding Hood, Gingerbread Man, Billy Goats Gruff, Three Little Pigs, (The Enormous Turnip*, Jack and the Beanstalk*<i>Focused in Ready Steady Grow topic.</i>) LI: recognise instruments, hear pitch, tempo, dynamics, say what they like/dislike Listen to classical pieces such as theme from Harry Potter, The Sorcerer's Apprentice. As they listen, can they tell a story? Are they creeping through the castle? Do they find a spinning wheel? Do they see flying unicorns or dragons breathing fire? CBeebies Melody - Red Riding Hood, Ugly Duckling, Gingerbread Man, Princess and the Pea Consolidate - children copy the teacher keeping the pulse through marching, clapping and copying back on the instruments. Use the percussion instruments to accompany the chosen songs and keep the pulse. Listen to the different music and move in different ways depending on the music eg. Little Bear skips fast, daddy bear walks slowly, Mummy Bear stirs the porridge, Goldilocks runs away quickly, Billy Goats trip trap and varying speeds Copy back the rhythms from names of the characters from the story - say them, play them on their bodies and then choose appropriate instruments eg. big, low drum for daddy bear, claves for trip trapping goats. Three Bears - Daddy Bear is low, Mummy Bear is middle and Baby Bear is high. Represent the Three Billy Goats gruff using different pitched instruments Create a rhythm with one pitch note for the three bears - Daddy Bear, Daddy Bear -te-te ta on the lowest pitch ie. Biggest</p>	<p>Dangerous Dinosaurs LI: sing a variety of songs BBC Teach Dinosaurs Charanga - freestyle Dancing Dinosaurs Calypso Kids -Triceratops chant Listen to classical pieces such as Prokofiev's Montagues and Capulets. Which dinosaur does it sound like? Camille Saint-Saens -Fossils. Do you hear the bones rattling? CBeebies Melody - Let's Race Listen to the different music and move in different ways depending on the music eg. stomp like a saltasaurus, swoop like a Pteranodon, shake like a triceratops Create their own dinosaur names and say, clap and play the rhythms. Play the rhythms as body percussion Say, clap and play the rhythms from the Calypso Kids story Calypso and the Dinosaur Egg- Ankylosaurus Pteranodon Saltasaurus Triceratops T Rex Explore pitch Swoop up high like the Pteranodon, climb up the saltasaurus' neck, low drums for the ankylosaurus Add accompaniments to the Triceratops chant. Charanga's Dancing Dinosaurs accompany with C and D tuned percussion</p> <p>Puddles and Rainbows LI: Sing a variety of songs Incy Wincy Spider I hear thunder It's raining, it's pouring Somewhere over the rainbow Sing a rainbow BBC Teach - Weather listening skills Use the BBC Teach Weather listening as a stimulus to create their own watery sounds. Choose their favourite weather song and add appropriate instruments</p>

<p>Choose appropriate sound makers/ instruments to add to their autumnal song.</p> <p>Marvellous Machines LI: sing a variety of songs Learn the song The Wheels on the Bus. Use this as a frame to create their own songs about different machines e.g. the blades on a helicopter go whirr.. the scoop on a digger goes scrape...</p> <p>Choose a picture of a machine that evokes lots of different sounds that the children can create with the percussion instruments or body percussion.</p>	<p>drum, Mummy bear, te-te at on the middle-sized drum and baby bear on the smallest drum. Can they play their rhythms alongside the Three Bears song. Follow a story map to choose different sounds makers and/or instruments to retell the story. eg.drums for thunder, maracas for rain Calypso Kids story – Calypso and the Beanstalk has a variety of weather song.</p> <p>Sparkle and shine Choose their own instruments to accompany a favourite song. Choose appropriate sound makers/ instruments to create a fireworks composition. Choose which note – high c or low c- to play to accompany Twinkle Twinkle Little Star. Create a rhythm to play to the steady beat eg. twinkle, twinkle, twinkle, twinkle. (te-te, te-te, te-te, te-te)</p> <p>Sparkle and shine Choose their own instruments to accompany a favourite song. Choose appropriate sound makers/ instruments to create a fireworks composition. Choose which note – high c or low c- to play to accompany Twinkle Twinkle Little Star. Create a rhythm to play to the steady beat eg. twinkle, twinkle, twinkle, twinkle. (te-te, te-te, te-te, te-te)</p> <p>Build it Up LI: Sing a variety of songs Three Little Pigs-Out of the Ark Introduce high and low sounds using the xylophone/chime bars. LI: recognise high and low sounds, high and low on percussion instruments Stretch up to the ceiling when the teacher plays a high note, curl to the ground for a low note. The little pigs have a high sound, and the wolf has a low sound. Children respond to the sound – start building their houses when they hear a high sound, huff and puff when they hear a low sound. choose instruments or sound makers to create sound effects to a story or poem Follow a graphic score to add sound effects to Three Little Pigs.</p> <p>Animal Safari LI: sing a variety of songs Dear Zoo and Pets – How much is that doggy? Pussy Cat, Pussy Cat, 1,2,3,4,5, Sleeping Bunnies Create their own song about puppies to the tune of Roll Over Animals from around the world – Calypso Kids Grand Old Elephant and Giraffe songs,</p>	<p>Sunshine and sunflowers LI: sing a variety of songs You are my sunshine Mary, Mary Quite contrary Tiny Caterpillar on a leaf Create their own ice cream song based on 5 currant buns</p> <p>LI: recognise instruments, hear pitch, tempo, dynamics, say what they like/dislike Walking on sunshine, Sunshine on a rainy day, You are my sunshine, Here comes the sun. CBeebies Melody – Butterfly Ball, Specifically talk about their performance of ice cream song. Did they choose to sing? Perform actions? Play an instrument? Consolidate – children copy the teacher keeping the pulse through marching, clapping and copying back on the instruments. Use the percussion instruments to accompany the chosen songs and keep the pulse. . Add a two note pitched accompaniment to the ice cream song using two notes create lyrics for the ice cream song, add an accompaniment, using percussion and pitched instruments.</p> <p>Shadows and Reflections LI: recognise instruments, hear pitch, tempo, dynamics, say what they like/dislike CBeebies Melody – Friendly Shadows, Melody and the Owl Learn to sing call and response songs and create their own. Eg. I hear thunder Create call and response compositions, teacher plays a rhythm and children echo it back. Then adapt to question and answer where the children's answer doesn't have to be the same as the question. Children explore changing the rhythm, the instruments, the tempo, dynamics and pitch.</p>
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	<p>5 Little Monkeys, Down in the Jungle, I'm a little Rattlesnake Create their own animal rhythms.</p> <p><u>Creep, Crawl and Wriggle</u> LI: sing a variety of songs There's a tiny caterpillar on a leaf, Incy Wincy Spider, There's a worm at the bottom of the garden... LI: recognise instruments, hear pitch, tempo, dynamics, say what they like/dislike CBeebies Melody – Butterfly Ball Listen to the different music and move in different ways depending on the music eg. wriggle like a caterpillar, spin a cocoon, flap like a butterfly Create rhythms from minibeasts – ant (ta) Spider (ti-ti) Butterfly (ti-ti ta) Caterpillar (ti-ti ti-ti) Play them individually, then combine them. Say them, play them on body percussion and then on instruments Add accompaniments to the tiny caterpillar song. Create a graphic score for the life cycle.</p>	
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Additional resources to teach music in EYFS:

Charanga – Termly planning based upon well-known nursery rhymes

Oak National

BBC Teach