Music in Reception

Ages 4-5

Unit Overview

Introduction

This half termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focussed around nursery rhymes and action songs.

Each Unit of Work is supported by weekly lesson plans and assessment and has a **cross-curricular/topic-based focus and a musical focus** that will allow the teachers to engage the children in activities related to the developmental events taking place in their changing lives.

The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning. In Term 3, Big Bear Funk transitions from being focus based to preparing for Year 1. The final Unit for the year Reflect, Rewind and Replay consolidates the year's learning.

The Units of Work can be delivered as a full 30-45 minute lesson, or in shorter 5, 10, 15, 20 minute bite-size sections. You decide.

Summary of learning:

Musical learning focus for Terms 1 and 2: Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.

Autumn Term

Unit 1

Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look

Unit 2

Cross-curricular and topic-based focus: My Stories - explore: using your imagination,

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Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time

Spring Term

Unit 1

Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world

Unit 2

Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space

Summer Term

Musical learning focus for Term 3:

Unit 1

Big Bear Funk - A Transition Unit:

1. Listen and Appraise
2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments
3. Perform and Share

Unit 2

Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.

More about musical learning - How the Units are organised:

Deliver flexibly or as a whole Unit

In Terms 1 and 2 each 6-week Unit comprises:

1. Listen and Respond
2. Explore and Create - initially using voices only but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform

1. Listen and Respond

In each step there is option to listen and respond to a different song or piece of music in a different style. Use this music to inspire imaginative movement, initially free and

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child-led movement but start to teach the children to follow and copy instruction. The children will begin to respond verbally and with movement.

2. Explore & Create

General Information about Pulse, Rhythm and Pitch:

Pulse (steady beat) is the foundation of all music, it is a musical heartbeat that never stops

Rhythm is long and short sounds that happen over the pulse (steady beat) so, rhythm changes and pulse stays the same

Pitch is high and low sounds

If we sing a song we need all three - the pulse keeps the steady beat, the words of the song are rhythmic but we need high and low sounds (pitch) to sing them otherwise we would be speaking or rapping them.

Reception is where we start our integrated approach to musical learning, laying down the foundations for KS1 and KS2 where we learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and that they are all linked.

Games

Internalise the song and learn about the dimensions of music through games, use the games track/s provided. (The games track is always the backing track of one of the songs to be learnt or listened to. It gives a context in which to learn about pulse, rhythm, pitch and other dimensions of music. You cannot find the pulse if there is no pulse to find, you cannot clap a rhythm if there is no understanding of pulse etc..).

Make sure that each game leads easily into the next. Build in a sprinkling of the other dimensions as appropriate. Use the games track throughout the whole of the pulse/rhythm/pitch games. Keep the session imaginative, fun and lively at all times, use a combination of teacher-led and child=initiated activities. Make sure that all children are fully engaged and that they are enjoying themselves. Remember that music is repetition and skills based. Classroom instruments are incorporated into the games as the Units progress.

There are suggested activities in the lesson plans, use these ideas as a starting point.

3. Singing (singing and playing instruments)

In each Unit of Work the children will have the option to learn four nursery rhymes and two action songs.

The on-screen resource will assist you with listening and learning to sing the nursery rhymes and action songs with Kim and Chris (Charanga session singers). A flexible approach gives you the option to listen to, learn and/or sing along with the songs.

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You will see different ways to learn each song in the **"Learn to Sing the Song**" section of the on-screen resource - you decide how this will work for your children. The words of the songs are highlighted on the screen for you to use if you choose - most children will not be able to read them at the start of the year. As the year progresses, there will be option to use classroom instruments along with the correct note/s to use.

4. Share and Perform

Anything that has taken place within your lesson. Perhaps record the process for fun and tracking/assessment purposes. You will find the songs and tracks in the **"Learn to Sing the Song**" section of the on-screen resource. When you have chosen your track, click on the tab with vocal or backing only:

- Sing the songs with Kim and Chris
- Sing along with the backing track

Term 3:

Big Bear Funk - A transition Unit preparing for Years 1-6

This 6-week Unit comprises:

1. Listen and Appraise
2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments
3. Perform and Share

Reflect, Rewind and Replay - A consolidation of the year's work, prepare for a performance and look at the history of music.

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