

Clifton Primary School - Music Curriculum ELG – National Curriculum



<p>Specific Area of Learning (We have selected the Early Learning Goals that link most closely to the Music National Curriculum.)</p>	ELG Expressive Arts and Design	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in nursery	Examples of how this is achieved in Reception	Music KS1 National Curriculum	Music KS2 Curriculum
	Being Imaginative and Expressive <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Voice • Sound • Instrument • Loud • Quiet • Soft • High • Low • Middle • Instrumental sounds • Tempo • Fast • Quickly • Slowly • Pitch • Dynamic • Performance 	<ul style="list-style-type: none"> • Will explore a set of basic handheld instruments e.g. shakers • May be happy to join in with adults and other children. • May sing short parts of favourite songs or join in with simple repeated lyrics. • May start to add simple moves to music but not in time with the beat. • Gesture or simple verbal reply given in reply to talking about music-making. • Focused on own task with lots of adult input. 	<ul style="list-style-type: none"> • Can music-make with a growing number of different instruments. • Will perform in front of a known group. • Can sing favourite songs in their entirety to themselves and others. • Can move to a beat and keep time. • Starts to use a range of specific terms linked to music and names simple instruments. • Collaboration with peers in addition to individual musicmaking. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.
	ELG Communication and Language Listening, Attention and Understanding <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions...during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. Speaking <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 		<ul style="list-style-type: none"> • Interacting, communicating and expressing their feelings through music. • Working collaboratively and independently both indoors and outside. • Being actively involved in musical projects linked to their interests. • Exploring/developing skills which have previously been taught by an adult. • Singing to themselves and with others. • Moving in time to music or a beat. • Talking about what they and others have created in music. • Using simple music making and recording equipment. • Exploring a wide range of age appropriate musical instruments which they can select themselves. • Responding musically to what they see, hear, feel and experience. • Talking about music they have listened to or created. • Having fun listening to and responding to different types of music. • Making their own musical instruments. • Playing aloud for others and taking part in performance. • Mirroring and copying sounds made by others. • Exploring and making sounds with their bodies and with their voices. • Music making on the move by transporting resources into other areas of provision. 			
	ELG Personal, Social and Emotional Development Self-Regulation <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Building Relationships <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> • Audience • Action songs • Compose • Pitch • Musical story • Orchestra • Rhythm • Beat • Conductor • Wind • Strings • Brass • Percussion • Names of musical instruments 				