





Reception Music across the year	During my music sessions in Reception I will:	Key songs I will sing
<p>Autumn Term 1</p> <p>Watching listening & participating</p>	<ul style="list-style-type: none"> • learn to find my singing voice • develop a steady pulse • become more aware of rhythm and pitch • learn how to control my voice to sing loud / soft • learn and find confidence to sing a response back to the music teacher • focus and engage in the session • join in with music sessions with confidence 	<ul style="list-style-type: none"> • Jack in a box • Tommy thumb (Here I am and I see you) • Twinkle Twinkle • Rain Falling Down • i my me oh mi so so me me • Cobbler • doggy doggy
<p>Autumn Term 2</p> <p>Snowmen & Polar Bears - Performance</p>	<ul style="list-style-type: none"> • experience a range of songs • explore rhythm through words • explore pitch through singing and sounds • listen to my peers sing • learn to describe what I can hear in words • begin to use my head voice 	<p><i>These songs will teach me to pitch match So Mi La confidently, use different dynamics and sing solos. I will have opportunities to sing along with more lyrical songs that I recognise.</i></p>
<p>Spring Term 1</p> <p>The Sound of Music – Kodaly Songs & Games</p>	<ul style="list-style-type: none"> • learn to sing with greater control • learn how to use hand signs to show pitch • sing solo with increasing confidence and control • learn to follow signs and symbols to sing loud and quiet • begin to explore my vocal range – high and low • participate in singing games where I will learn to take turns and follow instructions 	<p>Instruments I will experience</p> <ul style="list-style-type: none"> • <u>Two-tone wood blocks</u>
		 <ul style="list-style-type: none"> • Body percussion • Bells • Triangles • Small drums • Tambourines

<p>Spring Term 2</p> <h2>Picture the Scene – Songs in Stories</h2> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><i>'Know my instrument'</i> <i>Name all it's parts, know the typical musical genre and it's place in musical history</i> <i>Refer to video library.</i></p> </div>	<ul style="list-style-type: none"> • handle and control small percussion instruments to start and stop ; play loud and soft; play fast and slow • learn to use instruments to make sound effects in poems, songs and stories • listen to my peers sing and play instruments • explore vocabulary used to describe what I can hear 	<ul style="list-style-type: none"> • Shakers  • Maracas  • Clave  • Agogo
<p>Summer Term 1</p> <h2>Come to the Carnival</h2>	<ul style="list-style-type: none"> • Learn about carnivals around the world • have opportunities to listen to live music • have opportunities to listen to recorded music • respond to picture instrument cards to follow directions – to tap, scrape, shake • learn to describe sounds using onomatopoeia • learn to sing a wider repertoire of songs 	<p><i>Nb instruments <u>underlined</u> are new instruments / will not have experienced in previous years during music sessions</i></p>
<p>Summer Term 2</p> <h2>Road to Rio</h2>	<ul style="list-style-type: none"> • develop and keep a steady pulse • learn to use rhythm phrases to clap rhythm patterns • learn to accelerate and decelerate in pulse 	