



## EYFS Music Overview for the Year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Term 1	<p>Music: Exploring Sound</p> <p>Lesson 1: Vocal Sounds LO: To explore using our voices to make a variety of sounds.</p> <p><b>Big Ideas (Aspects):</b> <b>Creativity (Singing)</b></p>	<p>Music: Exploring Sound</p> <p>Lesson 2: Body Sounds LO: To explore how to use our bodies to make sounds.</p> <p>To explore different sounds and think about tempo.</p> <p><b>Big Ideas (Aspects):</b> <b>Creativity (Pulse and rhythm)</b></p>	<p>Music: Exploring Sound</p> <p>Lesson 3: Instrumental Sounds LO: To explore the sounds of different instruments.</p> <p>To experiment with tempo and dynamic when playing instruments.</p> <p><b>Big Ideas (Aspects):</b> <b>Creativity (Performing)</b></p>	<p>Music: Exploring Sound</p> <p>Lesson 4: Environmental Sounds LO: To identify sounds in the environment and differentiate between them.</p> <p>To use musical vocabulary when describing environmental sounds.</p> <p><b>Big Ideas (Aspects):</b> <b>Investigation (Music appreciation)</b></p>	<p>Music: Exploring Sound</p> <p>Lesson 5: Nature Sounds LO: To identify and describe familiar nature sounds and differentiate between them.</p> <p>To use voices to imitate natural sounds.</p> <p><b>Big Ideas (Aspects):</b> <b>Creativity (Singing)</b> <b>Investigation (Music appreciation)</b></p>	
Term 2		<p>Celebration Music</p> <p><b>Diwali Music</b> (12<sup>th</sup> November)</p> <p><b>LO:</b> To learn about music from another culture, particularly when related to the festival of Diwali.</p>	<p>Celebration Music</p> <p><b>Hanukkah Music</b> (7<sup>th</sup> December)</p> <p><b>LO:</b> To learn about music from another culture, particularly when related to the festival of Hanukkah.</p>	<p><b>Traditional Christmas Music</b></p> <p><b>LO:</b> To learn about traditional Christmas music.</p>	<p>Celebration Music</p> <p><b>Christmas Action Songs</b></p> <p><b>LO:</b> To suggest appropriate actions to match song lyrics.</p> <p>To sing and move to Christmas songs.</p>	



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		<p>To respond to music with movement.</p> <p><b>Big Ideas (Aspect):</b></p> <p><b>Investigation (Listening)</b></p>	<p>To learn the names of some traditional Jewish musical instruments.</p> <p>To play and move to traditional Jewish Hanukkah music.</p> <p><b>Big Ideas (Aspect):</b></p> <p><b>Investigation (Listening)</b></p>	<p>To take part in a group song involving singing, voice sounds and playing instruments.</p> <p>To sing and move to a Christmas song.</p> <p><b>Big Ideas (Aspect):</b></p> <p><b>Creativity (Singing, Performing)</b></p>	<p><b>Big Ideas (Aspect):</b></p> <p><b>Creativity (Singing, Performing)</b></p>	
<p><b>Term 3</b></p>	<p>Music and Movement</p> <p><b>Lesson 1: Action Songs.</b> <b>LO:</b> To understand why songs have actions.</p> <p>To learn some simple Makaton signs to accompany a song.</p> <p><b>Big Ideas (Aspect):</b> <b>Creativity (Singing, Performing)</b></p>	<p>Music and Movement</p> <p><b>Lesson 2: Finding the Beat.</b> <b>LO:</b> To explore beat through body movement.</p> <p>To express feelings and emotions through movement to music.</p> <p><b>Big Ideas (Aspect):</b> <b>Creativity (Pulse and rhythm)</b></p> <p><b>Investigation (Listening)</b></p>	<p>Music and Movement</p> <p><b>Lesson 3: Exploring tempo.</b> <b>LO:</b> To explore beat through body move.</p> <p>To express feelings and emotions through movement to music.</p> <p><b>Big Ideas (Aspect):</b> <b>Creativity (Singing, Performing)</b></p> <p><b>Investigation (Music appreciation)</b></p>	<p>Music and Movement</p> <p><b>Lesson 4: Exploring tempo and pitch through dance.</b> <b>LO:</b> To explore pitch and tempo through scarf dancing and body movement.</p> <p>To express feelings and emotions through movement to music.</p> <p><b>Big Ideas (Aspect):</b> <b>Investigation (Listening)</b></p>	<p>Music and Movement</p> <p><b>Lesson 5: Music and movement performance.</b></p> <p><b>LO:</b> To perform action songs to a small audience.</p> <p><b>Big Ideas (Aspect):</b> <b>Creativity (Performing)</b></p>	



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<p><b>Term 4</b></p>	<p>Musical Stories</p> <p><b>Lesson 1: Moving to Music.</b>  <b>LO:</b> To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.</p> <p>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>To talk about how a piece of music makes you feel.  <b>Big Ideas (Aspect):</b>  <b>Investigation (Music appreciation)</b></p>	<p>Musical Stories</p> <p><b>Lesson 2: Using instruments to represent characters.</b>  <b>LO:</b> To listen to the classical piece and narrated story of “Peter and the Wolf” by Sergei Prokofiev and recall the characters from the story.</p> <p>To understand that music and instruments can be used to convey moods or represent characters.</p> <p>To talk about how a piece of music makes you feel.  <b>Big Ideas (Aspect):</b>  <b>Investigation (Listening, Music appreciation)</b></p>	<p>Musical Stories</p> <p><b>Lesson 3: Storytelling with actions.</b>  <b>LO:</b> To use actions to retell a story to music.</p> <p>To sing and perform a group song.</p> <p><b>Big Ideas (Aspect):</b>  <b>Creativity (Singing, Performance)</b></p>	<p>Musical Stories</p> <p><b>Lesson 4: Using instruments to represent actions.</b>  <b>LO:</b> To learn how instruments can represent a certain mood, character or action.</p> <p>To experiment with the sounds of different instruments.</p> <p><b>Big Ideas (Aspect):</b>  <b>Creativity (Composition)</b></p>	<p>Musical Stories</p> <p><b>Lesson 5: Music Story composition.</b>  <b>LO:</b> To create a musical story based upon a familiar routine.</p> <p>To use instruments to represent moods or actions.</p> <p>To play an instrument as part of a group story.  <b>Big Ideas (Aspect):</b>  <b>Creativity (Pulse and rhythm)</b>  <b>Investigation (Listening)</b></p>	<p>Musical Stories</p> <p><b>Lesson 6: Musical Story performance.</b>  <b>LO:</b> To create a musical story based upon a familiar routine.</p> <p>To use movement to express moods or actions within a musical story.</p> <p>To play an instrument as part of a musical story and perform as a group.  <b>Big Ideas (Aspect):</b>  <b>Creativity (Performance, Composition)</b></p>
<p><b>Term 5</b></p>	<p>Big Band</p> <p><b>Lesson 1: What makes an instrument?</b></p>	<p>Big Band</p> <p><b>Lesson 2: Introduction to the Orchestra.</b></p>	<p>Big Band</p> <p><b>Lesson 3: Follow the Beat.</b></p>	<p>Big Band</p>	<p>Big Band</p> <p><b>Lesson 6: Big Band Performance..</b></p>	



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	<p><b>LO:</b> To discuss what makes a musical instrument.</p> <p>To use recyclable materials to create a simple representation of a musical instrument.</p> <p><b>Big Ideas (Aspect):</b> <b>Creativity (Performance)</b></p>	<p><b>LO:</b> To learn what an orchestra is.</p> <p>To learn about the four different groups of musical instruments.</p> <p><b>Big Ideas (Aspect):</b> <b>Investigation (Music appreciation)</b></p>	<p><b>LO:</b> To copy and follow a beat.</p> <p>To follow a beat using an untuned instrument.</p> <p><b>Big Ideas (Aspect):</b> <b>Creativity (Composition)</b></p>	<p><b>Lesson 4: Tuned and untuned instruments.</b></p> <p><b>LO:</b> To experiment with playing tuned and untuned instruments.</p> <p>To play in time to familiar songs</p> <p><b>Big Ideas (Aspect):</b> <b>Creativity (Performance, Composition)</b></p>	<p><b>LO:</b> To choose appropriate instruments to represent different parts of a song.</p> <p>To perform a practised song to a small audience.</p> <p><b>Big Ideas (Aspect):</b> <b>Creativity (Performance, Composition)</b></p>	
<p>Term 6</p>	<p><b>No Music in Term 6</b></p>					