

Music Time

Pre-Nursery Unit Newsletter

Music lessons will be conducted once a week with the Pre-Nursery level and will be based on the year long planner. This will lead to a deeper understanding of musical knowledge and skills. Here is the outline for this unit:

Central Idea

Expressing the elements of music through listening and performing can broaden our sense of musical knowledge and creativity.

Lines of Inquiry

- To understand specific elements of music; pitch, duration, dynamics, expressive techniques and tone colour (Form)
- Elements of music can be expressed through performance (Function)
- To be responsible musicians (Responsibility)

Approaches to Learning

- Social skills

Key Concepts

- Form
- Function
- Responsibility

Learner Profile

- Principled
- Inquirer
- Risk-taker

By the end of the year, children should be able to achieve these objectives:

Pitch

- Use voice to imitate sounds and learn songs
- Recreate sounds from familiar experiences
- Identify and use different voices (singing, loud, whispering and speaking voices)
- Recognise melodic phrases/simple patterns (such as nursery songs)
- Identify high and low sounds

Dynamics and Expressive Techniques

- Explore dynamics such as soft and loud and be able to respond with instruments playing in the corresponding dynamic level
- Explore different ways of playing an instrument and play in time

Duration

- Explore body and untuned percussion instruments
- Explore fast and slow music
- Tap in time

Tone Colour

- Move their bodies to express the mood of the music
- Identify how music makes them feel in response to fast or slow music and in relation to happy or sad music
- Respond to different genres of music
- Explore sounds as a means of expressing imaginative ideas

Play/perform

- Participate in performing both individually and collectively
- Play untuned percussion instruments
- Sing in a whispering or singing voice
- Perform different actions when following a melody
- Participate in a music and movement activity that supports coordination, counting and spatial awareness



How you can support your child at home:

- Sing songs together and explore instruments
- Be open minded and listen to various musical genres
- Encourage your child to create movement to a variety of music

Music Time

Nursery Unit Newsletter

Music lessons will be conducted twice a week with the Nursery level and will be based on the year long planner. This will lead to a deeper understanding of musical knowledge and skills. Here is the outline for this unit:

Central Idea

Expressing the elements of music through listening and performing can broaden our sense of musical knowledge and creativity.

Lines of Inquiry

- To understand specific elements of music; pitch, duration, dynamics, expressive techniques and tone colour (Form)
- Elements of music can be expressed in a variety of ways (Change)
- Different emotions are evoked by music (Perspective)

Approaches to Learning

- Communication skills

Key Concepts

- Form
- Change
- Perspective

Learner Profile

- Inquirer
- Risk-taker
- Knowledgeable

By the end of the year, children should be able to achieve these objectives:

Pitch

- Sing individually and in unison
- Recreate sounds from familiar experiences
- Identify and use different voices (singing, loud, whispering and speaking voices)
- Identify a melody
- Describe the direction of pitch movement
- Compare sounds (e.g. Elephants walking) with motifs and melodies

Dynamics and Expressive Techniques

- Explore dynamics such as soft, moderately loud and loud
- Explore different ways of playing instruments and play in time

Duration

- Explore body and untuned percussion instruments
- Tap in time
- Identify and explore phrases and rhythmic patterns
- Recognise that sounds can be notated in a variety of ways
- Tap out simple repeated rhythms

Tone Colour

- Move their bodies to express the music
- Describe music using adjectives that describe emotions (e.g. Angry, sad or happy)
- Identify how music makes them feel
- Listen to different genres of music and describe the differences in music
- Explore sound as a means of expressing imaginative ideas

Play/perform

- Participate in performing both individually and collectively
- Play untuned percussion instruments
- Sing the colours of the rainbow bells in ascending and descending order
- Sing a melody/tune to a Nursery song
- Produce sounds as a means of expressing imaginative ideas (e.g. Walking in the jungle)

Compose

- Explore rhythmic phrases using quaver, crotchet and minim note values
- Recreate sounds from familiar experiences



How you can support your child at home:

- Sing songs together and explore instruments
- Be open minded and listen to various musical genres
- Reflect on the emotions that are evoked by performing and listening to music

Music Time

Upper & Lower Unit Newsletter

Music lessons will be conducted twice a week with the LK/UK level and will be based on the year long planner. This will lead to a deeper understanding of musical knowledge and skills. Here is the outline for this unit:

Central Idea

Expressing the elements of music through composing, listening and performing can broaden our sense of musical knowledge and creativity.

Lines of Inquiry

- Music is a universal language that we can learn to express. (Causation)
- Manipulating elements of music transforms our imaginations (Connection)
- We interpret music in different ways (Perspective)

Approaches to Learning

- Social skills
- Thinking skills

Key Concepts

- Causation
- Connection
- Perspective

Learner Profile

- Communicator
- Open-minded
- Thinker

By the end of the year, children should be able to achieve these objectives:

Pitch

- Sing individually and in unison
- Recreate sounds from familiar experiences
- Identify pitch using different voices
- Identify a melody
- Describe and draw the direction of pitch movement
- Recognise tonality (major/minor key) in relation to emotions (happy/sad/angry/scared)
- Explore scales (such as the C major scale and pentatonic scale)
- Explore tuned and untuned percussion instruments

Dynamics and Expressive Techniques

- Explore and describe different dynamics and recognise musical vocabularies such as p, mp, mf, f
- Listen and identify articulation (e.g. Staccato, legato)
- Identify how sounds can be altered on an instrument

Duration

- Explore and describe different tempo markings using musical vocabulary
- Tap in time
- Recognise the lengths of sounds and silences in music
- Recognise that sounds can be notated in a variety of ways
- Identify and explore phrases and rhythmic patterns

Structure

- Explore form (recognise patterns) and expand musical vocabulary
- Explore call and response

Texture

- Identify and distinguish between different instruments and instrument families heard within a piece of music
- Describe how some sounds can be manipulated when instruments are played differently

Tone Colour

- Express the mood of the music through movement
- Participate in class discussions and describe how the music affects mood/emotion
- Express their response to music in multiple ways (drawing, games, song, dance, discussion)
- Listen to and recognise specific pieces of music and the genres to which they belong

Play/perform

- Perform both individually and as a group (voice and instrument)
- Play untuned percussion instruments in time with the beat
- Play tuned percussion instruments
- Play C major scale on any tuned instrument
- Sing the solfège in ascending and descending order
- Sing a melody
- Explore and produce sounds as a means of expressing imaginative ideas

Compose

- Create music both individually and as a group (voice and instrument)
- Recreate sounds from familiar experiences
- Explore rhythmic phrases using quavers, crotchets, minims and rests



How you can support your child at home:

- Sing songs together and reflect on instruments found in the music
- Be open minded and listen to various musical genres
- Reflect on musical knowledge or skills when listening to music