Music year group overview – EYFS

Music Intent: At Slade Primary school, our Music curriculum aims to develop a curiosity and enthusiasm to explore, engage and express oneself through music. Through a carefully sequenced curriculum, children will develop a wide musical understanding through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres.

Key Concept and Unit of work	Key objectives	End Point
Technical **Five Fine Bumble Bees**	• To sing a call-and-response section and change voices to make a buzzing sound. • To play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • To listen to a piece of classical music and respond through dance and improvise a vocal/physical soundscape	I can perform a song accompanied by instruments.
Constructive **It's oh so quiet**	• To develop listening skills, identifying dynamics (*forte*, *piano*, *crescendo*, and *diminuendo*) across a range of different musical styles. • To explore dynamics with their voices and instruments. • To play different instruments with control. • To improvise music with different instruments, following a conductor. • To compose music based on characters and stories developed through listening to Beethoven's *5th symphony*.	I can compose a simple piece of music that shows different dynamics.
Expressive **I've got a grumpy face**	• To learn the song and think about how we show feelings and emotions • To compose new lyrics and actions for the song. • To explore sounds (timbre) to reflect feelings and emotion	I can use music to reflect different feelings and emotions.
Knowledge of Music **Bow bow bow Belinda**	• To invent and perform actions for new verses. • To sing a song while performing a sequence of dance steps. • To play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • To listen to and talk about folk songs from North America.	To apply my knowledge of North American folk songs to sing a song and play an accompaniment.

Disciplinary Knowledge

Substantive Knowledge