



Foundation Stage Music (Links to Music)

Foundation Stage – Expressive Arts & Design (Exploring and using media & materials AND Being Imaginative)

Performing	Composing & Improvising	Listening & Appraising	Technology	Vocal Skills	Notation
<ul style="list-style-type: none"> Sing songs, make music and dance, and experiment with ways of changing them Represent their own ideas, thoughts and feelings through music 	<ul style="list-style-type: none"> Choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect) Sing songs, make music and dance, and experiment with ways of changing them Represent their own ideas, thoughts and feelings through music 	<ul style="list-style-type: none"> Listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.) Aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut) 	<ul style="list-style-type: none"> Experienced use of simple music technology (e.g. CD player) Make and listen to recordings of own voice, other classroom sounds, musical instruments etc and comment upon/respond when listened back. 	<ul style="list-style-type: none"> Explore using my voice in different ways (e.g. animal sounds, whispering, singing, speaking) 	<ul style="list-style-type: none"> Respond to simple visual cues (e.g. 4 spots = 4 taps on the drum) Suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear)

Inter-related Dimensions

Duration (Pulse & Rhythm)	Pitch	Dynamics	Tempo	Texture	Timbre	Structure
<ul style="list-style-type: none"> Copy simple rhythms based on words Move to the pulse of the music Be aware of sounds and rhythms Distinguish between sounds and remember patterns of sound Experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech 	<ul style="list-style-type: none"> Copy a so-mi pattern Respond to obvious changes in pitch Recognise and broadly control changes in pitch when playing instruments and vocally 	<ul style="list-style-type: none"> Respond to obvious changes in dynamics Create loud and quiet sounds using the voice, body percussion and instruments Recognise and broadly control changes in dynamics when playing instruments and vocally 	<ul style="list-style-type: none"> Respond to obvious changes in tempo Create fast and slow sounds using the voice, body percussion and instruments Recognise and broadly control changes in tempo when playing instruments and vocally 	<ul style="list-style-type: none"> Experienced unison and 2-part textures. 	<ul style="list-style-type: none"> Experiment with and change sounds (e.g. body percussion, tuned and non-tuned percussion, voice, sound-makers) Match instruments to sounds Experienced and developed awareness of sounds made with instruments and noise makers Listened to and appreciate the difference between sounds made with instruments Use a wide vocabulary 	<ul style="list-style-type: none"> Experienced a range of structures through simple songs and musical activities



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						<p>to talk about the sounds instruments make</p> <ul style="list-style-type: none">▪ Talk about sounds we make with our bodies and what the sounds mean▪ Recognise and broadly control changes in timbre when playing instruments and vocally	
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