

Reception Musicianship

This gives an overview of what students will learn in Reception musicianship lessons together with how this covers the EYFS Statutory Framework areas of learning and development.

Music is taught in the Early Years through song, rhythm, rhyme and movement. Weekly musicianship sessions prepare students for beginning to learn an instrument in Year 1.

The learning here is not set out term by term, giving the Music Masters teacher flexibility to progress at a rate appropriate to each cohort.

	Throughout the year	EYFS Statutory Framework						
		Communication and language	Physical Development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Expressive arts and design
Singing	🎵 Join in with simple songs, chants and rhymes	✓	✓	✓	✓		✓	✓
	🎵 Use different voice types including speaking, whispering, loud (but not shouting) and thinking voices	✓	✓	✓				✓
	🎵 Find and develop their singing voice	✓	✓	✓				✓
	🎵 Sing songs using the pentatonic scale built using the following progression: so-mi/la-so-mi/mi-re-do, only moving on to the next pattern when students can sing in tune with a good tone quality	✓		✓	✓	✓		✓
	🎵 Sing simple echo songs led by the teacher	✓		✓	✓		✓	✓
	🎵 Develop a bank of songs that they can sing from memory, often through understanding and recognising repeating patterns	✓		✓	✓	✓	✓	✓
	🎵 Understand the importance of warming up their voice and being aware of their bodies when singing and making music		✓	✓				✓
	🎵 Listen to and match (vocally) a pitch sung or played by somebody else			✓				✓

Playing	 Recognise and play a range of pitched and unpitched instruments from around the world (subject to resources in each school), encouraging fine motor skills and coordination and exploring sound	✓	✓	✓			✓	✓
	 Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination	✓	✓	✓			✓	✓
	 Become confident in volunteering for a solo, or suggesting a song, game or activity	✓		✓				✓
Musical terminology and understanding	 Recognise note values including ta (crotchet) and ti-ti (quavers) and sh (crotchet rest), and understand how they fit within a bar of music	✓		✓	✓	✓		✓
	 Use body sol-fa for so-mi, la-so-mi and mi-re-do patterns	✓		✓				✓
	 Influence the dynamic range of a song or piece to make it louder or softer, often using verbal and/or physical instructions to indicate dynamic change to another student/the group	✓	✓	✓				✓
	 Manipulate a song or played piece of music to make it faster or slower, often using verbal and/or physical instructions to indicate tempo change to another student/the group	✓	✓	✓				✓
	 Understand the concept of simple phrasing through walking and movement		✓	✓				✓
Rhythm and pulse	 Respond physically in time and with rhythm to played or recorded music		✓	✓				✓
	 Understand the concept of pulse and maintain a pulse during spoken, sung and played musical activities, using their whole body and instruments		✓	✓		✓		✓
	 Recognise and recreate the Suzuki Twinkle Rhythms (Everybody down up, run pony run pony, fatter than a caterpillar) when played on an instrument or clapped	✓	✓	✓	✓			✓
Improvising and composing	 Improvise sung responses to a sung question or compose new words within a song	✓		✓	✓			✓
	 Improvise simple rhythms with voice, on the body or on instruments		✓	✓	✓			✓
	 Understand, manipulate and create simple pictorial rhythmic scores			✓		✓		✓

Listening and reflecting	🎵 Respond to sung and spoken instructions vocally or physically	✓	✓	✓				✓
	🎵 Develop active listening skills and patience by listening to recorded and performed pieces of music, or listening to other students singing or playing			✓			✓	✓
	🎵 Respond to music freely through dance or movement or through song or play		✓	✓			✓	✓
	🎵 Recognise repeated sounds and sound patterns			✓		✓		✓
	🎵 Distinguish between high and low, loud and soft, and fast and slow			✓				✓
	🎵 Explore and share their ideas, thoughts, feelings and emotions on music.	✓		✓	✓		✓	✓

Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Be introduced to genres of music from around the world, learning about the music's context and the people who may have written, performed and used this music
- Increase their sense of leadership and responsibility and build confidence through taking the role of the leader in simple songs and games