

Autumn Term 1

Week	Learning Focus	Activities	Feedback
1/2:	Sing and join in with actions confidently	Identify known songs/Teach a selection of songs – action, counting and topic based. E.g.: <ul style="list-style-type: none"> • Wind the bobbin up • Tommy thumb is up... • 5 little speckled frogs/ 10 currant buns/ 10 green bottles • Days of the week • Alphabet song Introduce hand signals for teacher sings/all sing	
3:	Listening and responding to music	Play games where chn need to listen and respond to music. <ul style="list-style-type: none"> • Boo game • Musical Statues • Mirror/Movement to music game 	
4:	Introduce instruments (names and how to play)	Recap a song from previous weeks Sit in a circle with some instruments in the middle. Do you know any of these instruments? How would you play it? Model how to hold and play different instruments. SET RULES FOR CARE OF INSTRUMENTS Play I have sounds game with song.	
5:	Name instruments and play them	Recap names of instruments from last week. Recap rules for caring for instruments. Play hidden instrument game to see if chn can recognise which instrument is being played.	
6:	Explore voice sounds	Recap names of different instruments. Explore together ways of changing our voices. Show chn different pictures – what sound do you think that would make? Play Hello game	
7:	Explore body sounds	Recap how we made different sounds with our voices.	

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		How can we make sounds with our bodies? Introduce I've got 2 hands song . Allow chn to try making sounds with hands, feet etc.	
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**Accompany each week's music session with Literacy/Maths/topic relevant songs in other sessions/free play of instruments during learning and exploring sessions.

Autumn Term 2

Week	Learning Focus	Activities	Feedback
1:	Explore voice sounds (Dynamics - Volume)	Recap making sounds with our voice, body and instruments. Sing I've got 2 hands. Model changing the volume (dynamics) while singing a song. Apply to hidden teddy game . Repeat.	
2:	Control voice sounds (Dynamics - Volume)	Repeat hidden teddy game from last week – change roles. Model hand signal for getting louder and quieter . Sing a song and see if chn can follow signal to get louder and quieter. Can they apply this to playing an instrument? Allow chn to try this.	
3:	Explore voice sounds (Tempo)	Sing the bear went over the mountain song . Apply hand signals for dynamics to singing the song to assess chn's ability to change volume. What about if it was a snail going over the mountain? Would that be faster or slower? Introduce tempo. Explore how to sing the song slowly. What animal might go over quickly? Try singing it quickly.	
4:	Control voice sounds (Tempo)	Repeat singing the bear went over the mountain song. Which animal shall we try now? Model hand signal for faster and slower tempo . Allow chn to sing a familiar song – changing tempo to match hand signal. Can we apply this to playing an instrument? Allow chn to try this.	
5:	Identify long and short sounds	Model making long and short sounds with voices. Allow chn to try. Play Some sounds are short song and allow chn to try making long and short sounds. Can they apply this to playing an instrument? Allow chn to try this.	

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6:	Making instruments (Everyday objects)	Recap different instruments we have learnt about. What are they made from? What different parts do they have? What could we use around us as instruments? Model using a table leg as a rhythm stick. Allow chn to make sounds using different objects inside and outside.	
7:	Making instruments (Junk materials)	Recap different instruments we have learnt about. What different parts do they have? What could we use to make that from junk materials? Show chn a selection of materials they can choose from to make a musical instrument.	

Spring Term 1

Week	Learning Focus	Activities	Feedback
1:	Explore ways of playing an instrument	Recap names of instruments Play I have sounds game – allow a child to play one of the instruments. Explore how we can play one instrument in different ways. Repeat for other instruments.	
2:	Create patterns	Recap what we learnt about different ways to play one instrument. Model creating a pattern using one instrument. E.g. tap, tap, scrape, tap, tap, scrape. Pass the instrument around the circle and allow chn to copy the pattern. What other patterns could we make?	
3:	Conductors	Explain that a conductor leads musicians. Show chn a clip where possible of a conductor. Using instruments, model conducting the groups in the colours game .	
4:	Conductors	What is a conductor? Allow chn to be conductors in different ways. <ul style="list-style-type: none"> • Colours game • Pictures of different instruments pointed to • Point to performers • Hand signals 	
5:	Recording	Show chn a piece of sheet music. Explain that musicians need to know how to play different pieces of music so they record what they are creating. Model simple mark making for different sounds with instruments.	
6:	Recording	Work with small groups at a time to create different marks to represent different sounds made by different instruments.	

Spring Term 2

Week	Learning Focus	Activities	Feedback
1:	Recording	Work with small groups at a time to create different marks to represent different sounds made by different instruments.	
2:	Recording	Recap different marks the chn made for different sounds. Model how to record a pattern of sounds in this way and then play back the pattern. Allow chn to record and play back a pattern.	
3:	Explore how sounds can accompany a story	Listen to/show chn a story which has music and sound effects to accompany parts of the story. Play a listening game where chn put their hands on their head when they hear a sound effect. Discuss how the sounds have been used.	
4:	Make voice sounds to accompany a story	Model how to make a voice sound to accompany a part of a story Ask chn to help create other sounds for different story events.	
5:	Play instruments to accompany a story	Model how to select an instrument to play to accompany a part of a story. Explain choice and play the instrument at the appropriate time. Ask chn to help select other instruments for different story events.	

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Summer Term 1

Week	Learning Focus	Activities	Feedback
1:	Make choices about sounds to accompany a story	<p>One group to work on accompanying a story each week. Time to practise and perform to the rest of the class.</p>	
2:	Make choices about sounds to accompany a story		
3:	Make choices about sounds to accompany a story		
4:	Make choices about sounds to accompany a story		
5:	Make choices about sounds to accompany a story		
6:	Assessment	<p>Assess children's knowledge and understanding of instruments and sounds which can be made. (Play games to assess understanding) Play Choose an instrument you can play song Identify elements which may need to be taught in Summer 2.</p>	

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Game instructions

Boo game

Listen to a piece of music and whenever it is stopped – chn shout boo!

Mirror Movement game

Leader carries out actions to a piece of music – chn become mirrors, mirroring the movements in front of them. This could be done with ribbons etc. as well.

I Have Sounds Game

2 instruments are played to the group. Then they are hidden during this song:

I have sounds, one and two

Hide away!

Listen now, carefully

Which shall I play?

1 instrument is played and the children have to identify which instrument was played.

Hidden instrument game

2 identical sets of instruments are needed. 1 set is placed in the middle of the circle of chn. The other set is hidden from sight.

A leader plays one instrument and the chn have to identify which instrument is being played. One child then goes and plays the matching instrument.

Hello Game

One child stands with their back to the rest of the group. A child is then selected to say hello. The child must guess who said hello. Extend this game by changing voices to make it harder to identify the speaker.

I've got 2 hands song

I've got 2 hands and this is what they do,

They go tap, tap, tap,

They go tap, tap, tap.

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I've got 2 hands and this is what they do,
They go tap, tap, tap,
They go clap, clap, clap.

Repeat with other actions – scrape, click.

Hidden Teddy Game

One child hides a teddy in the room and another child closes their eyes so they don't see where it is hidden. Class sing a well-known song starting quietly and getting louder when the person looking gets closer to the teddy.

The bear went over the mountain song

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain to see what he could see.
But all that he could see,
But all that he could see,
Was the other side of the mountain
The other side of the mountain,
The other side of the mountain was all that he could see.

Some sounds are short song

Some sounds are short,
Some sounds are long,
Which sound will you make after this song?

I have sounds Game

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Select and play 2 instruments for the chn. Then sing the song:

I have sounds, one and two

Hide away!

Listen now, carefully

Which shall I play? Play one instrument and chn guess which instrument is played.

Conducting Colours Game

Split chn into colour groups with different instruments. When their colour is held up, the chn in that group play their instrument. Develop with more than one colour being held up.

Choose an instrument you can play song

Choose an instrument you can play,

You can play, you can play,

Choose an instrument you can play,

What's your favourite?

_____ plays a _____,

_____ , _____

_____ plays a _____,

That's his/her favourite!

Suggested Hand Signals

Teacher sings (teacher points to themselves)

All sing (Teacher points to chn)

Loud (Hands wide apart)

Quiet (Hands close together)

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Silent (Hands together)

Fast (Roll index fingers around each other quickly)

Slow (Roll index fingers around each other slowly)