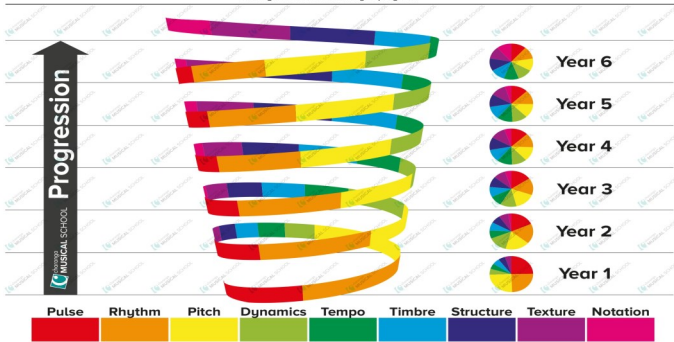


SUMMER TERM MUSIC

EYFS

The Interrelated Dimensions of Music

Progression through the Units of Work reinforces the interrelated dimensions of music. With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress. This represents an ever increasing spiral of musical learning.



What I should already know

Find the pulse and understand it is the heart-beat of the music

Copy back rhythms I hear and create my own

Play accurately and in time as part of a performance

Improvise using one note

Vocabulary

- pulse* the regular heartbeat of the music; its steady beat.
- rhythm* – long and short sounds or patterns
- pitch* – high and low sounds.
- tempo* – the speed of the music; fast or slow or in-between.
- perform* : Singing and playing instruments for others to hear
- rap* A vocal technique in which the performer speaks rhythmically against
- unison* : Everyone plays or sings the same music at the same time.
- Funk* : music with strong bass lines and a

Big Bear Funk

- Listening and appraising Funk music
- Embedding foundations of the interrelated dimensions of music using voices and instruments
- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs
- Playing instruments within the song
- Improvisation using voices and instruments
- Riff-based composition

Share and perform the learning that has taken place



Reflect, Rewind, REplay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music

