



# Saint Mary's Primary Music Overview – Meerkats (EYFS)

| TERM  | AUTUMN   | SPRING   | SUMMER   |
|---|--|--|--|
| TOPIC   | MEERKAT MUSICIANS!   | GROWING  | OH I DO LIKE TO BE BESIDE THE SEASIDE!   |
| <b>Musician of month for:</b>                     | <b><i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></b>  |  |  |
| <b>MUSICAL INSTRUMENTS</b>                        | <b>Selection of tuned/untuned instruments/Voice</b>  |  |  |
| <b>PERFORM</b>                                    | <ul style="list-style-type: none"> <li>• talk about the ideas and processes that have led them to make music.</li> <li>• talk about their work and others work and recognise the differences between them and strengths of others.</li> <li>• Listen attentively, move to and begin to talk about music</li> <li>• Explore the different sounds of instruments and discuss these.</li> </ul> | <ul style="list-style-type: none"> <li>• talk about the ideas and processes that have led them to make music.</li> <li>• talk about their work and others work and recognise the differences between them and strengths of others.</li> <li>• Listen attentively, move to and begin to talk about music</li> <li>• Explore the different sounds of instruments and discuss these.</li> </ul> | <ul style="list-style-type: none"> <li>• talk about the ideas and processes that have led them to make music.</li> <li>• talk about their work and others work and recognise the differences between them and strengths of others.</li> <li>• Listen attentively, move to and begin to talk about music</li> <li>• Explore the different sounds of instruments and discuss these.</li> </ul> |
| <b>COMPOSE</b>                                    | <ul style="list-style-type: none"> <li>• explore different sounds of instruments.</li> <li>• tap out simple repeated rhythms and explore high and low sounds.</li> </ul>   | <ul style="list-style-type: none"> <li>• explore and learn how sounds can be changed</li> </ul>  | <ul style="list-style-type: none"> <li>• explore creating music using technology</li> </ul>  |
| <b>LISTEN AND APPRAISE</b>                        | <ul style="list-style-type: none"> <li>• talk about the ideas and processes that have led them to make music.</li> <li>• Explore the different sounds of instruments and discuss these.</li> </ul>   | <ul style="list-style-type: none"> <li>• talk about their work and others work and recognise the differences between them and strengths of others.</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen attentively, move to and begin to talk about music,</li> </ul>   |
| <b>KEY VOCABULARY</b>                             |  |  |  |
| beat fast, slow long, short high, low loud, quiet |  |  |  |



## Saint Mary's Primary Lesson Overview – Meerkats (EYFS)

| TERM                          | AUTUMN  | SPRING  | SUMMER   |
|-------------------------------|---|---|--|
| TOPIC                         | MEERKAT MUSCIANS!   | GROWING   | OH I DO LIKE TO BE BESIDE THE SEASIDE!   |
| <b>Musician of month for:</b> | <b><i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></b> |   |  |
| <b>Lesson 1</b>               | LO: To listen attentively to sounds around them   | LO: To recognise and respond to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud                 | LO: To responds to sounds, instruments and pieces of music through expressing thoughts and feelings.                       |
| <b>Lesson 2</b>               | LO: To use sounds to express experiences, ideas and feelings and know how to play instruments properly to create a musical sound.                                   | LO: To recognise and respond to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud.                | LO: To explore the sounds of different instruments, recognising how they can be changed.                                   |
| <b>Lesson 3</b>               | LO: Keep a steady beat while playing instruments.   | To Listen attentively to sounds/To lead or is led by other children in their music-making activities.                               | LO: To play instruments with increasing control, to play different dynamics and tempo.                                     |
| <b>Lesson 4</b>               | LO: Recognise and respond to a steady beat by clapping or tapping   | LO. To use voices creatively in singing games, e.g. speaking, chanting, singing.  | LO: To play instruments properly with increasing control, and play different dynamics and tempo to produce a musical sound |
| <b>Lesson 5</b>               | LO: To listen to recorded performances and live music making and respond to pieces of music through mark making and drawing.  | LO: To sing the melodic shape of familiar songs and use their voices creatively in singing games, e.g. speaking, chanting, singing. | LO: To listens to recorded performances and live music-making.   |
| <b>Lesson 6</b>               | LO: To remember and sing entire songs and begin to enjoy performing solo and in groups.   | LO: To enjoy performing solo and in groups and be able to pitch match.  | LO: To sing the melodic shape of familiar songs/<br>LO: To enjoy performing solo and in groups.                            |