

# Core skill: To be able to move rhythmically

Activity zone



Music and dance

*Let them praise his name with dancing and make music to him with timbrel and harp.*

Psalm 149:3  
New International Version



Northaw CE Primary School

## Learning sequence

- Begins to clap or tap to the music they are listening to and moves in different ways to music.
- Moves rhythmically in time to music.
- Begins to clap or tap to the beat of the music.
- Uses auditory discrimination to identify particular sounds or instruments.
- Imitates familiar actions/movements to known music, e.g. favourite song or nursery rhyme.
- Imitates actions of musicians, e.g. copies playing a guitar.
- Can control and move their body in response to musical changes, e.g. a sudden change in pitch or pace.
- Begins to combine moving, singing and playing instruments, e.g. marching, singing and tapping a drum at the same time.
- Can sequence events, stories and movements using imagination.

## Adult support

- Model playing real or self-made instruments, e.g. pots and pans.
- Provide a range of musical instruments and model how to play them appropriately and in different ways to make different sounds, e.g. softly, loudly.
- Share a range of genres of music and musical resources for children to respond to and innovate with.
- Create a safe space for exploration of musical movement.
- Provide a designated area with musical instruments and prompts to invite singing familiar songs.
- Plan time to watch different dances from a range of cultures.
- Provide performance experiences.
- Set up a stage area for children to perform on.

## Key vocabulary

move  
rhythm  
clap  
tap  
beat  
action  
singing  
tapping  
instruments  
dance

musical  
song

## Related core skills

- To know some rhymes and songs
- To be able to use their imagination
- To know about places performances take place

## Curriculum ambition(s)

- Enjoy creating musical and dramatic performances