

# Core skill: To be able to use their imagination

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

- To show interest in making up their own songs and dances e.g. humming or moving in time to music.
- To begin exploring some musical elements – singing or playing loudly/quietly and quickly/slowly.
- Play instruments to express their feelings and ideas.
- Explore the sounds that can be made from percussion instruments. Know how to use instruments safely.
- Move in response to music and talk about how it makes you feel.
- Move streamers to music.
- Explore creating their own songs using musical accompaniments.
- Express simple likes and dislikes about a piece of music and how it makes them feel.
- Create their own songs or improvise around a song they know.
- Make simple percussion instruments.
- Being able to explain their preferences and ideas using simple musical terminology/description words e.g. loud, fast, exciting.
- Create their own dances either individually or in groups.
- Perform songs, music or dances to others.

## Adult support

- Play music to children which may inspire them to create their own or to move to the music.
- Invite musicians and performers into the setting, to widen the range of ideas which children can draw on.
- Provide places where the children can perform e.g. a stage.
- Provide a large range of musical instruments and costumes or props such as streamers.

## Key vocabulary

move	musical
rhythm	song
clap	hum
tap	imagine
beat	
action	
singing	
tapping	
instruments	
dance	

## Related core skills

- To know some rhymes and songs
- To be able to move rhythmically
- To know about places performances take place

## Curriculum ambition(s)

- Enjoy creating musical and dramatic performances