

EYFS

Listen to your favourite song. If you could draw a day that represents your song what would it look like? Can you find or make five different percussion instruments? What do they look like? Sound like? How do they make you feel when you play them?

Use this website to create different melodies:
<https://musiclab.chromeexperiments.com/Melody-Maker/>

What is your favourite song and why? How does it make you feel?

Make up a song to a familiar tune. Can you record yourself singing and share it with your family?

Can you think of a song that makes you happy? Sad? These can be nursery rhymes. Sing some nursery rhymes and draw some storyboards that represent them.

If you listen to songs at home, can you tap a beat to the music? What song was it you were listening to?

KS1

Look at pictures of different seasons. What instruments would you associate with these seasons and why?

Can you name and draw 5 different instruments from five different families? i.e woodwind, string etc.

Can you re create percussion instruments using household objects?

Does an upturned saucepan have different timbre and tempos compared to that of another type of instrument?

What beat can you create using these objects?

Can you learn an unfamiliar song off by heart and describe the meaning behind it?

Use these websites to create different melodies and beats:
<https://musiclab.chromeexperiments.com/Melody-Maker/>
<https://learningmusic.ableton.com/the-playground.html>

Can you perform a song to an audience in your household? Choose one of your favourites that makes you feel happy.

If you listen to songs at home, can you tap a beat to the music? What song was it you were listening to?

Can you identify the difference between rhythm and beat in a particular song?

KS2

- Plan out an obstacle course using different 'noise' platforms using these terminologies: High pitch, Low pitch, slow tempo, fast tempo, crescendo, diminuendo. E.G. when you reach the shed, stop and sing happy birthday using a low pitch.

- Can you research different instrument 'families' and write a fact file about each? i.e woodwind, string. Etc.

- Use these websites to create different melodies, beats and compositions:

<https://musiclab.chromeexperiments.com/Melody-Maker/>

<https://learningmusic.ableton.com/the-playground.html>

<https://www.incredibox.com/demo/v5>

- Choose a famous music artist and compare two of their songs. How do they differ? Can you hear or feel the emotion they have tried to portray in their music? What is the meaning behind the song?

- Listen to your three favourite songs, can you pick out similarities and differences using musical terms such as pitch, timbre, tempo etc. Can you identify their different beats and rhythms?

Expectations throughout the year groups:

Listen to a piece of music, identifying if it is fast or slow, happy or sad.

Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds.

Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)

Describe how a piece of music makes you feel, making an attempt to explain why. Recall sounds with increasing aural memory.

Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.

Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.

