

EYFS Understanding the World - MUSIC

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS Expressive Arts and Design (Music) Educational Programme (Statutory)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EYFS EAD Music Opportunities

Listen and Respond	Share, Create and Perform	Singing
• Give children an insight into new musical worlds. • Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. • Invite musicians in to play music to children and talk about it. • Encourage children to listen attentively to music. • Discuss changes and patterns as a piece of music develops. • Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. • Provide related costumes and props for children to incorporate into their pretend play.	• Explore and engage in music making, performing solo or in groups. • Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. • Play movement and listening games that use different sounds for different movements. • Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. • Play music with a pulse for children to move in time with and encourage them to respond to changes. • Encourage children to create their own music. • Record and watch back a performance. • Perform to an audience.	• Play pitch-matching games, humming or singing short phrases for children to copy. • Use songs with and without words – children may pitch match more easily with sounds like ‘ba’. • Sing call-and-response songs, so that children can echo phrases of songs you sing. • Introduce new songs gradually and repeat them regularly. • Sing slowly, so that children can listen to the words and the melody of the song.

Development Matters

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Vocabulary	
jazz, loud, soft, fast, slow, classical, echo nursery rhyme, loud, quiet, high, low, solo, group, beat, march, rhythm, syllable	
ELG: Being Imaginative and Expressive	
Children at the expected level of development will:	
- Invent, adapt and recount narratives and stories with peers and their teacher;	
- Sing a range of well-known nursery rhymes and songs;	
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
3 and 4 Year Olds	
• Developing preferences for forms of expression; • Using movement to express feelings; • Creating movement in response to music; • Singing to self and making up simple songs;	

Wensley Fold EYFS Music Coverage

What we are learning:

<u>Objective</u>	<u>Learning in EYFS</u>			
Listen attentively, move to and talk about music, expressing their feelings and responses.	Listen attentively to music being played to them and begin to talk about what they like.	Talk about the music they have heard and recognise when the music fades or speeds up, etc.	Begin to interpret the music in the way they move, showing a link between their movements and the tempo of the music.	Evaluate each others' movements and express thoughts about how they make their movements even more interesting.
Vocabulary: jazz, loud, soft, fast, slow, classical				
Sing in a group or on their own, increasingly matching the pitch and following the melody.	Play pitch matching games, using sounds like 'ba'.	Sing call and respond games with two or three different groups of children, creating echo phrases.	Listen carefully to the words in new songs that are introduced and gain confidence to sing individually or as a group.	Be able to sing from memory many familiar songs and know when to make adaptations as needed.
Vocabulary: echo, nursery rhyme, loud, quiet, high, low				
Explore and engage in music making, leading to performing solo or in groups.	Experiment by using a range of instruments and encourage children to have a continuous beat.	Use a range of listening games where children have to repeat a given repertoire.	Model tapping rhythms to accompany words and tap syllables of names, objects, etc.	Encourage children to create their own music taking account of what they have experienced so far
Vocabulary: solo, group, beat, march, rhythm, syllable				
Cultural Capital: Throughout the year there will be some opportunities for live music experiences e.g. through musical visitors, performances and performances from fellow pupils.				

Substantive Knowledge:

To name some composers of music they know.

Disciplinary Knowledge:

Tap the pulse and rhythm along to music or create own rhythms.

Match pitch and follow melody when singing.

When and how we are learning it:

Autumn 1	Autumn 2
Marvellous Me!	Magical Tales Christmas Performance, Christmas Pantomime, Festivals of light
- Find the pulse – tapping, clapping and stamping along to the beat. - Copying the teacher changing and varying the music e.g. tempo and pitch change using voice and body percussion. - Memorise a simple repetitive melodic pattern. - Vocalise different sounds and explore voices, singing and speaking.	- Listen and make movements to music from Diwali and Christmas celebrations - Learn and sing phrases from the songs. - Explore high pitch and low pitch in the context of the songs. - Perform to an audience. - Exploring different sounds with voice – louder/quieter and pitch (higher/lower) - Find the pulse to music they are listening to and singing - Develop some control of rhythm – clapping and tapping simple rhythms - Listen to a selection of pieces of music and describe them – way it makes them feel, fast/slow, loud/quiet, high/low.
Spring 1	Spring 2
Starry Sky	Amazing Animals!
- Listen and make movements to music from Lunar New Year celebrations	
Summer 1	Summer 2
Growing!	Look at Our World

Assessment:

Progression in EAD Being Imaginative and Expressive in EYFS			
End of Nursery	Autumn 2	Spring 2	End of EYFS (ELG)
- Developing preferences for forms of expression; - Using movement to express feelings; - Creating movement in response to music; - Singing to self and making up simple songs;	- Enjoying joining in with dancing and singing games; - Singing a few familiar songs; - Tapping out simple repeated rhythms; - Exploring and learning how sounds can be changed.	- Exploring and learning how sounds can be changed; - Singing songs, making music and experimenting with ways of changing them; - Beginning to build a repertoire of songs and dances; - Exploring the different sounds of instruments;	- Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

End of Year 1 Music Expectations

- Make different sounds with the voice.
- Recognise difference between singing voice and speaking voice;
- Explore chants and songs;
- Follow instructions about when to play and sing;
- Know what silence is/absence of sound;
- Explore the sounds of different instruments;
- Use instruments to perform and choose sounds to represent different things;
- Use body percussion and instruments to play to the pulse of a song or piece of music;
- Understand when to start and stop;
- Say whether they like or dislike a piece of music and explain why;
- Explore musical vocabulary to allow children to explain what they are hearing;
- Begin to introduce some musical terms such as- pitch – high or low, tempo – fast or slow;
- Appreciate music in different ways such as listening, moving to the music and playing along;
- Clap and repeat short rhythmic and melodic patterns;
- Make a sequence of sounds and respond to different moods in music.