

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 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 Skills

Listen and Respond	Share, Create and Perform	Singing
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Assessment

- Can children recognise changes in music?
- Can children move in time to a pulse?
- Can children learn songs and follow the melody?

Vocabulary

Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, compose, perform

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.

Autumn 1		Autumn 2	
Me!		My Stories Christmas Performance	
<ul style="list-style-type: none"> • Find the pulse. • Copy-clap the rhythm of names. 		<ul style="list-style-type: none"> • Find the pulse as one of the characters from the song. • Copy-clap the rhythm of small phrases from the songs. • Explore high pitch and low pitch in the context of the songs. • Perform to an audience. 	
Spring 1		Spring 2	
Everyone		Our World	
<ul style="list-style-type: none"> • Invent ways to find the pulse. • Copy-clap some rhythms of phrases from the songs. • Explore high pitch and low pitch in the context of the songs. 		<ul style="list-style-type: none"> • Find the pulse and show others your ideas. • Copy-clap some rhythms of phrases from the songs. • Explore high pitch and low pitch using the images from the songs. 	
Summer 1		Summer 2	
Big Bear Funk		Reflect, Rewind and Replay Pirate end of term assembly	
<ul style="list-style-type: none"> • Find a funky pulse. • Copy-clap 3 or 4 word phrases from the song. 		<ul style="list-style-type: none"> • Revise existing. • Perform to an audience. 	