3. TEACHING AND LEARNING

Early Years Prime & Supported Areas

The children will experience:

Communication and language – Songs with rhyme, words displayed when appropriate, improvising new words and listening skills enhanced through questioning.

Physical Development – Action songs requiring coordination

Personal, social, and emotional development – turn taking, sitting quietly, putting hands up and describing feelings about music

Mathematics – use of songs with number

Understanding the world – songs and rhymes linked with nature and the seasons

Expressive arts and design – making up their own song or sound pattern.

Musical Activities delivered in Reception/Early Years.

Coverage of ELG within Foundation Stage

1. Singing Skills – the children will learn how to differentiate between high and low sounds. They do this by learning the Tonic Sol Fa system and hand symbols as well as using their hands to follow the contour (shape) of the melody. The children learn a large selection of songs throughout the year to encourage a sense of pitch, these include action songs and call and response songs. Some of these songs are repeated throughout the school year so that the children might internalise them – this has been shown to support the development of singing in young children. Songs contain much musical knowledge, and this will form the building blocks for future composition and musicianship. The children are also encouraged to improvise melody to given short phrases based upon their topics. Pitch is also explored via apps found upon the iPad - Music4Kids

2. Playing skills – the children are encouraged to improvise and experiment with their voices and instruments. Simple phrases are sung, and rhythms tapped out. Instruments are used in combination and solo. The children are encouraged to work in pairs and explore different structures for their music. Exploration of different sound colours is encouraged as well as ways to create contrast such as fast/slow,

long/short. We make use of the Garage Band app to capture performances in real time.

3. Composing skills – finding new sounds and improvisation are encouraged and highlighted within all relevant activities. Creation of their own sound ideas is strongly encouraged as this is a key feature of music provision within our school. Patterns make music stronger.

4. Represent their own thoughts and feelings through music – the children create sound patterns to express themselves. They make simple melodies to match a given rhythm or create a sound pattern to match a character or a scene from a traditional tale. They work in pairs and share their work explaining their musical choices.

5. On occasions the children are also encouraged to record their sound ideas with their own markings and symbols. They do this on white boards and are asked to demonstrate the meanings of their markings.

6. The children experience live and recorded performance whenever possible, musical vocabulary is introduced – tempo: fast/slow, dynamics: loud/quiet, pitch: high/low. With adult support the children are guided in reflecting upon and improving their own work and the work of others. They are taught to recognise and focus upon patterns in the music they hear. The children respond to moods and are introduced to vocabulary to help them talk about the ways in which music and dance affect them – happy, sad, excited, afraid etc.

Outcomes to assess in EYFS

EYFS – Music Assessment

• follow the tune broadly using a few different pitches

• keep a steady pulse with some accuracy when playing instruments

• broadly control changes in sound when creating music.

• create my own symbols for my sounds.

• enjoy singing, playing, trying out and changing sounds: explore sounds and music through play.

• follow and offer simple musical instructions and actions

• listen to ideas from others, taking turns as appropriate to the context.

• show awareness of the audience when performing.

• make physical movements that represent sounds.

 comment on and respond to recordings of own voice, other classroom sounds, musical instruments.