

EYFS Expressive Arts and Design – (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 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.

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.

ELG: EAD Being Imaginative and Expressive (Statutory)

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.

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 – n 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.

Unit	Musical knowledge and skills What you will learn:	Key pieces of music/songs and composers/performers	Vocabulary/inter- related musical dimensions	Enrichment and Engagement activities
<u>Me!</u>	<ul style="list-style-type: none"> To listen and respond to different styles of music through talking about likes and dislikes To join in with nursery rhymes and action songs in unison To improvise using percussion instruments To clap/tap to the pulse of the music To copy and clap the rhythm of their name To explore and recognise high sounds and low sounds using voices and tuned percussion To share and perform learning that has taken place 	<p>Performing: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Duck Name Song Things For Fingers</p> <p>Listening: Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness</p>	<p>music instrument song nursery rhyme pulse rhythm pitch (high low)</p>	<p>Songs for Harvest Festival with clergy and parents</p> <p><i>Big Red Combine Harvester, Thank you God for the harvest, Autumn Leaves</i></p>
<u>My Stories</u>	<ul style="list-style-type: none"> To find the pulse in different songs and show this through movement To know that the words of the songs can tell stories and paint pictures To improvise using percussion instruments To copy and clap the rhythm of short phrases from the songs To explore and recognise high pitch and low pitch using the context of the songs To play a pitched note in time with the pulse To share and perform learning that has taken place 	<p>Performing: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Listening: Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind And Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bubl�</p>	<p>pulse rhythm pitch (high low)</p>	<p>Christmas Nativity Performance including a range of Christmas songs</p>

<p><u>Everyone</u></p>	<ul style="list-style-type: none"> • To listen and respond to different styles of music by moving to the music • To know that songs have sections • To copy and clap the rhythm of short phrases from the songs • To keep the pulse of the music using a percussion instrument • To distinguish between high pitch and low pitch and recognise high and low pitch using the context of the songs • To share and perform learning that has taken place 	<p>Performing: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p>Listening: We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart</p>	<p>composer song section instrument horn pulse rhythm pitch (high low)</p>	
<p><u>Our World</u></p>	<ul style="list-style-type: none"> • To listen and respond to different styles of music by talking about how music makes us feel • To improvise using percussion instruments • To invent ways to find the pulse in different songs • To copy and clap the rhythm of short phrases from the songs • To explore and recognise high pitch and low pitch using the context of the songs • To share and perform learning that has taken place 	<p>Performing: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Listening: Lovely Day by Bill Withers Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's Legs And Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In The Rain performed by Gene Kelly</p>	<p>composer instrument song sections pulse rhythm pitch (high low)</p>	

<p><u>Big Bear Funk</u></p>	<ul style="list-style-type: none"> • To improvise using a range of different percussion instruments • To invent ways to find the pulse in different songs • To copy and clap the rhythms of 3 and 4 words phrases from the song • To keep the beat of the song with a pitched note • To share and perform learning that has taken place 	<p>Performing: Big Bear Funk</p> <p>Listening: Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band</p>	<p>note pulse rhythm pitch (high low)</p>	
<p><u>Reflect, Rewind and Replay</u></p>	<ul style="list-style-type: none"> • To perform a repertoire of songs and experiment with different ways of changing them. • To identify a range of instruments in songs. • To develop sense of 'pulse' and 'rhythm' and to define these terms. • To define the term 'pitch' and respond by singing low/high notes. • To perform music to others and give feedback. • To be able to listen with concentration to a range of music, including classical, and express personal responses to each piece. 	<p>Performing: Selected songs from the repertoire</p> <p>Listening: William Tell Overture by Rossini Dance Of The Sugar Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams</p>	<p>pulse rhythm pitch (high low)</p>	