

# *Music in the Early Years*

*What does a Musician look like in the EYFS?*



I want to become a **Proud Performer** who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.

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**Characteristics of Effective Learning:** *Playing and exploring* - children investigate and experience things and have a go; *Active learning* - children concentrate and keep trying if they encounter difficulties and enjoy achievements; *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 area of learning **PSED, CL** and **PD** underpin and are an integral part of all areas of learning.

**Expressive Arts & Design Educational Programme:** 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.

**Intent:** Through our Music Curriculum at Tenbury school we want to stir children's creativity through playing, performing, listening and experimenting with music. We value music as a form of expression and build a joy and a love of music through a well-planned curriculum. We realise potential and develop pride and teamwork through regular performances.


Music Express	Our Senses <i>Music Focus - Timbre</i> Explore and play with a wide range of media and materials. Share thoughts, ideas and feelings through art, music, movement, dance, role-play and design technology.	A Sky Full of Colour <i>Music Focus - singing, playing, listening, responding and moving to music,</i> Experiment with colour and learn about the conditions that produce the beautiful rainbows in the sky.	A Tale From Long Ago <i>Music Focus - singing, playing, listening, responding and moving to music.</i> Explore the magic of a traditional tale	Do You See Dinosaurs? <i>Music Focus - singing, playing, listening, responding and moving to music.</i> Ancient creatures brought to life	Beyond The Stars <i>Music Focus - singing, playing, listening, responding and moving to music.</i> Discover the wider universe and hear about adventures and hear about adventures into outer space	Growth and Change <i>Music Focus - Dynamics</i> The opportunity to be active and interactive, and develop coordination, control and movement. Learn the importance of physical activity and healthy eating.
Topic Themes	Happy To Be Me	Over The Rainbow	Tell Us a Story	Help Is At Hand	If You Go Down To The Woods	What a Wonderful World
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Overview	We will move in time to music and tap out a simple rhythm. We will perform our favourite nursery rhymes. We will learn and perform songs for the Christmas Show. We will follow Music Express plans for music.		We will move in time to music and tap out a simple rhythm. We will perform a selection of traditional nursery rhymes. We will also follow Music Express plans for music.		We will perform a selection of traditional nursery rhymes/songs from other countries. We will also follow Music Express plans for music.	
Music	<p>To find the beat in different ways and show this through actions eg clapping, moving like a character from the song.</p> <p>To copy back the rhythm of their name.</p> <p>To copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>To learn to sing the song in unison with support.</p> <p>To add actions or substitute a word in some sections.</p> <p>To choose one of the songs and perform it with any actions you have created.</p>	<p>To recognise and name some of the characters and stories in songs.</p> <p>To find the beat in different ways and show this through actions eg marching, jumping, moving like a character from a song</p> <p>To copy back a rhythm from the words of a song.</p> <p>To copy phrases from songs to discuss high-pitched sounds from low-pitched sounds.</p> <p>To play a pitched note or sound in time with the beat.</p> <p>To learn to sing a song in unison with support.</p> <p>To add actions or substitute a</p>	<p>To find the beat in different ways and show this through actions eg marching, jumping, moving.</p> <p>To copy back the rhythms of phrases in the song</p> <p>To copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>To play a 1-note pattern in time with the beat.</p> <p>To learn to sing or rap the songs in unison with support.</p> <p>To add actions or substitute a word in some sections.</p> <p>To choose one of the songs or the rap and perform it with any actions you have created</p> <p>To listen back to the performance.</p>	<p>To find the beat in different ways and show this through actions.</p> <p>To copy back the rhythm of words.</p> <p>To clap the rhythm of words from the song.</p> <p>To play the beat with a pitched note or untuned percussion instrument.</p> <p>To add one pitched sound to the rhythm of words and short phrases from a song.</p> <p>To learn to sing songs in unison with support.</p> <p>To add actions or substitute a word in some sections.</p> <p>To choose one of the songs and perform it with any actions you have created.</p> <p>To listen back to the performance</p>		

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		word in some sections. To choose one of the songs and perform it with any actions you have created.		
<b>Music Sticky Knowledge</b> Knowledge children need to know by the end of every half-term.	I know some nursery rhymes.	I know how to clap the beat (beat) I know familiar worship songs	I know that instruments make different sounds. I know that pitch is how high or low a sound is. I know that performance is sharing music with others.	I know there are different types of music around the world. I know 5 nursery rhymes by heart. I know how to play some percussion instruments correctly. I know the names of some percussion instruments.
<b>Key vocabulary</b>	beat, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, boogie		beat, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison,	beat, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison,
<b>Nursery Rhymes</b>	<b>Our Class Nursery Rhyme Book - Children to choose five Nursery Rhymes from the class book each half term.</b>			
<b>Our Curriculum Goal</b>	To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.			
<b>ELG</b>  <b>(End of the year only)</b>	<u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>Sing a range of well-known nursery rhymes and songs;</li> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</li> </ul>			
<b>During KS1, children will learn</b>	<b>During KS1, children will learn</b> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			

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Our musical journey through the year

Overview	
<b>Music</b>	
<p>-In <u>Music</u>, we learn to be creative with sounds, using our imaginations to show feelings and ideas.</p> <p>-Music is about putting sounds together to create <u>melodies</u>, <u>rhythms</u> and <u>harmonies</u>.</p> <p>- Music can be made using vocal (our voices) and instrumental (using instruments) sounds.</p> <p>In <u>EYFS</u>, early Music is found in the 'Expressive Arts and Design' and 'Understanding the World' learning areas.</p>	









To show the beat through clapping  
To copy back the rhythm of their name

To find the beat in different ways and show this through actions eg moving like a character from the song.

To find the beat in different ways and show this through actions eg marching, jumping,

## Move Like an Animal

Chomp like  an alligator	Walk like  a bear	Hop like  a bunny
Prance like  a chicken	Chew like  a cow	Roar like  a dinosaur

To add actions or substitute a word in some sections.



To play the beat with a pitched note or untuned percussion instrument.



To choose one of the songs or the rap and perform it with any actions you have created



To learn to sing the song in unison with support



To listen back to the performance

## Our Class Nursery Rhyme Book



To learn and sing Nursery Rhymes from our 'Class Nursery Rhyme Book.'

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### Continuous Provision

#### Our 'CHILD LED' Music journey through the year

- Through our continuous provision, children have the opportunity to explore and use a variety of musical instruments that will enable them to develop and practise their musical skills, by combining sounds and testing their musical ideas. They will be able to experiment with music elements such as: Dynamics (loud/quiet), Tempo (fast/slow), Pitch (high/low) and Rhythms (patterns of sound). Instruments include: Bell shakers, clappers, egg shakers, drums, triangles, xylophones (wooden) and glockenspiels (metal). A 'song bag' is available as a prompt to extend and support children's knowledge of nursery rhymes, as well as Nursery Rhyme books, enabling them to gain confidence in singing and performing. A variety of well-known children's songs can also be played on an I-Pad.

Communication, and Language (Prime Area)		
0/3	3/4	R
Enjoy singing, music and toys that make sounds.	Use a wider range of vocabulary.	Learn new vocabulary.
Sing a large repertoire of songs	Know many rhymes	Listen carefully to rhymes and songs, paying attention to how they sound.
		Learn rhymes, poems and songs.

Physical Development (Prime Area)		
0/3	3/4	R
Clap and stamp to music.	Use one-handed tools and equipment, for example. Musical Instrument	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: musical instruments
	Match their developing physical skills to tasks and activities.	

Personal, Social, Emotional Development (Prime Area)		
0/3	3/4	R



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	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Show resilience and perseverance in the face of challenge.
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Mathematics (Specific Area)		
0/3	3/4	R
Take part in finger rhymes and numbers	Recite numbers past 5.	Count objects, actions and sounds.
Count in everyday contexts	Say one number for each item in order: 1,2,3,4,5.	
	Show 'finger numbers' up to 5.	
	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	

Literacy (Specific Area)		
0/3	3/4	R
Enjoys songs and rhymes, tuning in and paying attention		
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo		
Say some of the words in songs and rhymes		
Copy finger movements and other gestures		
Sing songs and say rhymes when playing.		

Expressive Arts and Design (Specific Area)		
0/3	3/4	R
Join in with songs and rhymes, making some sounds.	Listen with increased attention to sounds.	Listen attentively, move to and talk about music, expressing their feelings and responses.
Make rhythmical and repetitive sounds.	Respond to what they have heard, expressing their thoughts and feelings.	Sing in a group or on their own, increasingly matching the pitch and following the melody
Explore a range of sound	Remember and sing entire songs.	Explore and engage in music making and dance, performing solo or in groups.
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'	Sing the pitch of a tone sung by another person ('pitch match')	

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	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	
	Create their own songs or improvise a song around one they know.	
	Play instruments with increasing control to express their feelings and ideas.	