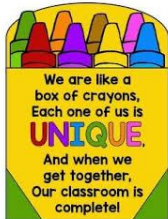




Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity



Music in Early Years Foundation Stage at Baslow St Anne's CofE Primary School



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Expressive Arts and Design:

'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.'

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for Music within the national curriculum.

The most relevant statements for Music are taken from the following area of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Age Range	
3 – 4 Year olds	<u>Communication and Language</u> Sing a large repertoire of songs. <u>Physical Development</u> Use large-muscle movements to wave flags and streamers, paint and make marks. <u>Expressive Arts and Design</u> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). 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.

Reception (4 – 5 year olds)	<u>Communication and Language</u> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <u>Physical Development</u> Combine different movements with ease and fluency. <u>Expressive Arts and Design</u> 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. Explore and engage in music making and dance, performing solo or in groups.
End of Reception Early Learning Goals (ELG)	<u>Expressive Arts and Design – Being Imaginative and Expressive</u> 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.

Key vocabulary used for the teaching and learning of Music in the Early Years:-

voice	voice sounds	sound	rhythm	lyrics	band	brass
instrument	Instrumental sounds	Loud	dynamics	constant	shake	strings
whistle	body sounds	quiet	tempo	heartbeat	tap	
percussion	action songs	High	pitch	composer	bang	
drum	perform	low	fast	musical story	strum	
triangle	performance	deep	slow	percussion	jingle	
verse	classical	soft	beat	compose	orchestra	
chorus	body percussion	squeaky	middle	wind	conductor	

Music in Reception (subject to change with differing intake and interests)

Autumn 1 + 2	Spring 1 + 2	Summer 1 + 2
Music taught by music specialist Miss Grant= Little Voices, Big Songs / Celebration Music Skills: • Use a singing voice confidently. • Join in with familiar songs. • Copy simple vocal patterns. • Keep a steady pulse by clapping, tapping and marching.	Music taught by music specialist Miss Grant= Music and Movement / Musical Stories Skills and Knowledge to be updated (Listening and responding to different styles of music Embedding foundation of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs	Music taught by music specialist Miss Grant= Transport / Big Band Skills and Knowledge to be updated (Listening and responding to different styles of music Embedding foundation of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs

• Sing and move at the same time. • Follow start and stop signals. • Perform as part of a group. Knowledge: • Know the difference between a singing and speaking voice. • Know that voices can be high, low, loud and quiet. • Know that singers need good posture and to breathe before singing. • Know that pulse is the steady beat in music and it is like a heartbeat. • Know that performers need to listen and watch carefully. Further updates to follow for Autumn 2	Improvising learning to play classroom instruments Share and perform the learning that has taken place Singing and learning to play instruments within a song)	Play instruments within the song Improvising using voices and instruments Share and perform the learning that has taken place)
Music is also taught through other opportunities in Reception and often linked to our current topics for those terms: Autumn 1 = Dino Roar Autumn 2 = Twinkle Sparkle Topic based focus:- growing, homes, colour, toys, how I look, imagination, Christmas, festivals	Music is also taught through other opportunities in Reception and often linked to our current topics for those terms: Spring 1 = Where will I find a Polar Bear/ (animals) Spring 2 = What's in the garden? Topic based focus:- family, friends, people, music from around the world, animals, jungle,	Music is also taught through other opportunities in Reception and often linked to our current topics for those terms: Summer 1 = Do all Superheroes wear tights? Summer 2 = Under the sea Topic based focus :- sea, water, pirates, mermaids, superheroes, seaside, seasons, treasure, let's pretend, minibests