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| <p>Maple Room 2-3 year olds</p> <p>EYFS Curriculum Development Matters</p> <p>Expressive Arts and Design Music</p> | <p>Children will be introduced to a broad selection of action songs from different cultures and languages. They will sing songs regularly so they can learn the words, melody and actions off by heart. Children will be encouraged to accompany action songs. They can do this with their own movements or by playing instruments.</p> <p>Children will;</p> <ul style="list-style-type: none"> • Join in with songs and rhymes. • Make rhythmical and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways. | | |
| <p>EEXAT Developmental Milestones</p> <p>Expressive Arts and Design Music</p> | <p>By 18 Months (13-18 Months)</p> <ul style="list-style-type: none"> • Explores sound makers with lively interest. | <p>By 24 Months (19- 24 Months)</p> <ul style="list-style-type: none"> • Uses everyday objects and instruments to make sounds/music. Imitates sounds from the natural or made world. | <p>By 30 Months (25- 30 Months)</p> <ul style="list-style-type: none"> • Explores sounds, songs/ simple rhymes and movement. |

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| <p>Oak Room 3 – 4 year olds</p> <p>EYFS Curriculum Development Matters</p> <p>Expressive Arts and Design Music</p> | <p>Children will;</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings • Play, share and perform a wide variety of music and songs from different cultures and historical periods. • Play sound-matching games. • 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. |
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| <p>Oak Room Curriculum Coverage (Examples)</p> <p>Expressive Arts and Design Music</p> | <p>Learning rhythm with clapping.</p> | <p>Rhythm with instruments.</p> | <p>Playing instruments fast and slow. Loud and quiet.</p> | <p>Movement – grow like a flower to music.</p> | <p>Learning the word and actions to the songs 5 little ducks and 5 speckled frogs.</p> | <p>Sing favourite nursery rhymes in a group.</p> |
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| <p>Reception Early Learning Goals</p> <p>Expressive Arts and Design Music</p> | <p>Children will;</p> <ul style="list-style-type: none"> • 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. |
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| <p>Reception Curriculum Coverage Grid</p> <p>Autumn 2 Music</p> | <p>Watch firework clip to classical music on youtube: Re- watch clip but muted – children in groups have instruments and try and add sounds to match the fireworks – think about how you play your instrument fast/slow/loud/quiet?</p> | <p>Watch The Wiggles sea shanty. Can children hear the continuous beat? Model the beat clapping hands. Children join in. Next have a selection of instruments for children to use to keep in time with the beat.</p> | <p>Watch the song 'Portside Pirates' Barefoot books on You Tube. Learn each section and add actions to accompany each verse. Talk to children about a choir. Do they know what a choir is? Split class into two groups and perform to each other as a choir.</p> | <p>Listen to Gustav Holst music the planets. Begin by listening to Mars bringer if war from 1min to 2min. Discuss how did this piece of music make you feel? Tempo fast slow? Next listen to Venus bringer of peace from 7min30sec to 9mins. Ask same questions compare with first piece of music.</p> |
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EYFS Vocabulary to Communicate Musically



| Evergreen Nursery | Reception |
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| high low song listen instrument body percussion music drum fast slow loud quiet pattern | tune beat cymbal maracas tambourine triangle chime accompany sequence compose audience voice orchestra choir |
| EYFS Music Progression of Knowledge and Skills Overview | |
| Hearing and Listening | <ul style="list-style-type: none"> Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this. Anticipates changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop Describes music, e.g. “scary music, angry music, happy music”. Can identify specific sounds in the environment e.g. sounds of cars, running water. Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. Matches music to pictures/visual resources. Describes the sound of instruments e.g. scratchy sound, soft sound. Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music. Thinks abstractly about music and expresses this physically or verbally e.g. “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” Distinguishes and describes changes in music and compares pieces of music, e.g. “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.” Associates genres of music with characters and stories. Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower. |
| Moving and Dancing | <ul style="list-style-type: none"> Physically interprets different genres of music - children often move and express themselves differently to different genres. May enjoy dancing to music. Moves whilst playing instruments. Moves in response to rhythms heard played on instruments e.g. a drum. This could be small movements e.g. moving fingers in response to sounds or large movements such as jumping. Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, e.g. tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar. |

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| | <ul style="list-style-type: none"> • Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. • Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing. • Moves in time to the pulse of the music being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music. • Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. • Choreographs his or her own dances to familiar music, individually, in pairs/small groups. • Representing own ideas, thoughts and feelings through music, dance, role play and stories. • Talking about the ideas and processes which have led them to make music, movements or dances. |
| <p>Exploring and Playing</p> | <ul style="list-style-type: none"> • Rhythmically and repetitively. Plays with both hands simultaneously and alternately whilst using beaters. • Uses instruments in a range of ways, e.g. tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally. • Creates own patterns in music making. • Experiments with ways of playing instruments, e.g. volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). • Shows control in holding and playing instruments, e.g. use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater. • Adds sound effects to stories using instruments. • Leads or is led by other children in their music making, i.e. being a conductor. • Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). • Shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other. • Creates music based on a theme e.g. creates the sounds of the seaside. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. • Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. • Creates rhythms using instruments and body percussion. • Sing songs, make music and dance, and experiment with ways of changing them. Representing own ideas, thoughts and feelings through music. Talking about the ideas and processes which have led them to make music. |

EYFS Music Assessment

Early Excellence Assessment Tracker (EExAT)

The assessment tool is based around a Birth-5years child development framework. The assessment picture for each child is based on practitioner knowledge gained predominantly from observations and interactions with the child. Practitioners consider what a child can do consistently and independently in a range of everyday situations and take account of evidence from a range of perspectives. Effective assessment takes place within responsible pedagogy which enables each child to demonstrate learning in the fullest sense. It takes place when children have the opportunity to demonstrate their understanding, development and learning behaviours in a range of contexts. Through their access to a rich learning environment, children are provided with the opportunities and conditions in which to demonstrate all aspects of their musical development in both the indoor and outdoor learning environments.



Note

During music the children listened carefully to the sea shanty song. They clapped their hands and shook the instruments in time to the beat for a sustained amount of time.

Statements

EAD > Being Imaginative 8
Expressive 49 - 54 months

Keeps a steady beat whilst playing instruments

Image

Observation Note

Bella joined in with nursery rhyme actions before asking for her favourite.

Statements

EAD > Being Imaginative 8
Expressive 31 - 36 months

C&L > Listening 8
Attention (I) 31 - 36 months

Sings songs with others.

Image

Observation Note

Ava -Mae uses the mirror to look at herself acting out and singing the song Wind the bobbin up.

Statements

PSED > Managing Self 13 - 18 months

EAD > Being Imaginative 8
Expressive 7 - 12 months

Sings songs and joins in with actions.