



## Music in the Early Years at Whitleigh Primary School

In planning and guiding what children learn, practitioners 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.

### **Statutory 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.

### **Statutory ELG (used as an assessment at the end of the Summer Term in Reception)**

#### Being Imaginative and Expressive

##### **Children at the expected level of development will:**

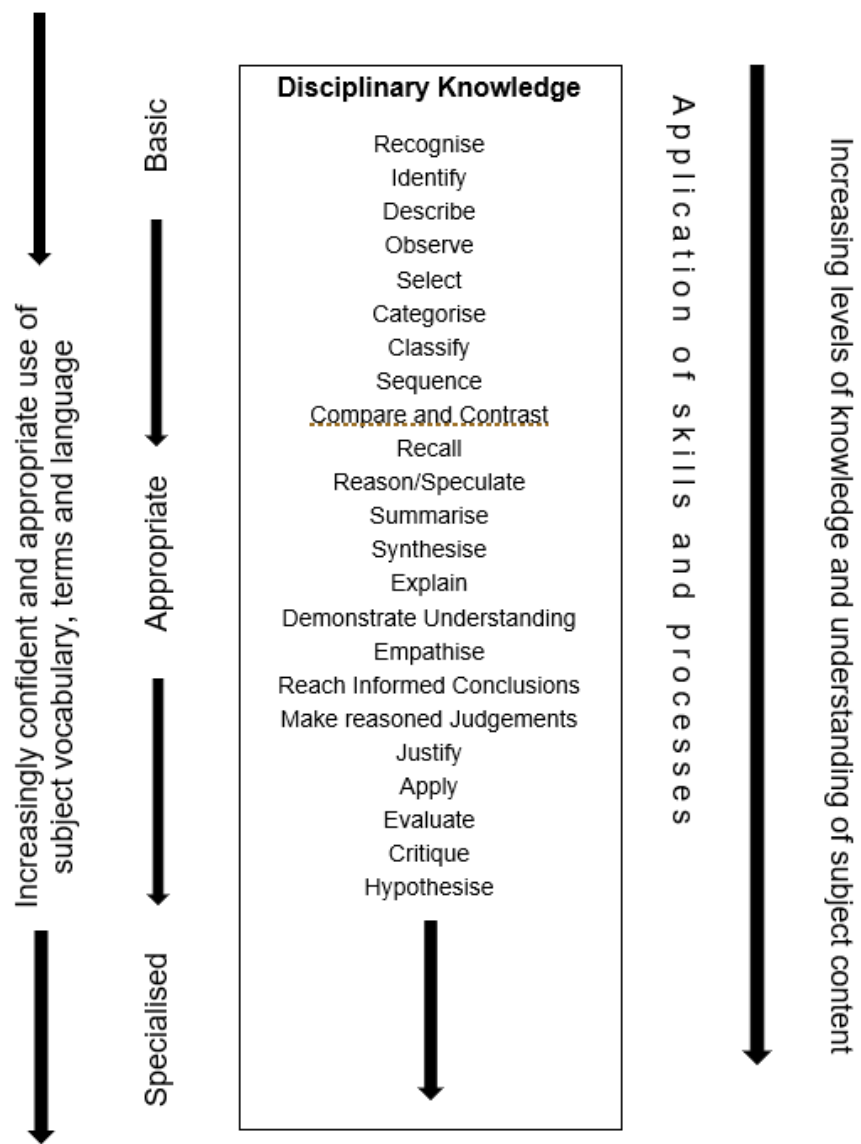
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music

At Whitleigh Primary School we have an expectation that Music will be embedded within the youngest of our children. We believe that Music in the Early Years is not easier than other areas of the school. Children are being challenged proportionate to their age and stage of their learning journey. What underpins Music in the Early Years is a strong emphasis on the 'big ideas' (concepts). We strongly believe that early familiarity with these concepts will help in the future.

*"In the Early Years, we teach the concepts, skills and language of working artistically and some knowledge"*

These concepts include - **melody, texture, rhythm, form and harmony**

At Whitleigh Primary School, we see the progression of Music in the Early Years as a ripple effect, starting with the youngest of our children.



EYFS Music Skills					
	Listening	Improvising and Composing	Playing tuned and untuned instruments	Pulse and Rhythm	Singing
2 Year old Nursery	Starts to <b>recognise</b> and name different sounds		I can <b>recognise</b> the sounds different instruments make		<b>Recognises</b> familiar songs and rhymes and starts to join in
Pre-School	<b>Identify</b> and <b>describe</b> different sounds they hear		I can <b>identify</b> and <b>describe</b> the sounds of instruments		I can <b>select</b> a range of songs and rhymes independently
Reception	Children <b>categorise</b> and <b>compare and contrast</b> the sounds that they hear.	Children <b>identify</b> ways that sounds can be changed. (E.g. volume)	Children <b>demonstrate understanding</b> about the ways that different instruments can be used to create sound.	Children <b>identify</b> ways that the pulse and tempo can be changed.	Children sing in a group or on their own and begin to be able to <b>identify</b> and match the pitch/melody of a song.
Links to KS1 Curriculum	Talk about how the music makes you want to move differently. To listen to and identify the key features of a song (e.g. Lots of instruments, lots of vocals) To begin to discuss how music makes them feel.	To understand the term improvising. To understand sounds can be different (Loud and soft etc) To begin to order different sounds, e.g. loud and soft etc.	To name the instrument they are playing. Plays instruments in different ways to create sounds. To copy simple sounds using instruments. To begin to play un-tuned instruments.	To understand the terms, pulse, rhythm and beat. Know that rhythms can be created using words (e.g. names, animals etc) Keep a steady pulse with some accuracy. Replicate simple rhythm patterns (through clapping etc.) Begin to identify pulse within a piece of music. Begin to create simple rhythms.	To understand the term singing. Understands how to use their voice in different ways such as speaking, singing and chanting. To begin to understand the term pitch. To develop an awareness of low and high pitch. Can sing an entire song. To sing a song together.

EYFS Music Knowledge					
	Listening	Improvising and Composing	Playing tuned and untuned instruments	Pulse and Rhythm	Singing
2 Year Old Nursery	I know that things make sounds		I know that instruments make different sounds		I know some songs and rhymes
Pre-School	I know that things make different sounds		I know that sounds can be loud, quiet, fast, slow		I know how to choose and sing a range of songs and rhymes
Reception	I know the differences between the sounds that I hear.	I know how to change sounds.	I know how to use different instruments to create sound.	I know that the pulse and tempo can be	I know how to sing a range of songs and am beginning to match the pitch and melody of a song.

**Key Vocabulary (not limited to)**

Nursery rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, pitch., melody, compose, perform

Play pitch-matching games, humming or singing short phrases for children to copy.

Clapping syllables in own names - leading on to clapping syllables in words to write

Daily 'hello' and 'goodbye' songs

Instruments in the stage area in outdoor provision available for independent exploration

Tell stories such as 'We're going on a bear hunt' with a beat/rhythm

Use instruments to match to animals/characters in stories

What does this look like in our provision?

Learning Christmas songs for Nativity Performance

Use music to paint to - slow movements of paintbrush to slow music, fast marks to fast temp music

New words to old songs - changing words in well known nursery rhymes (sound discrimination during phonics lessons)

Listening to a range of songs/music on the record player

Opportunities to watch musicals either in film or at theatre

Moving to music using flipper flappers during 'Squiggle Whilst you Wiggle'