What Does Music Look Like in the Early Years in St. Mary's C.P. School?

The revised EYFS still has seven areas of learning, rather than the individual subjects used within the National Curriculum. At St. Mary's C.P. School the statutory framework is supported by the document 'Development Matters'. The most relevant statements for Music are taken from the 'Physical Development', 'Communication and Language' and 'Expressive Arts and Design' strands. The table below shows where learning in early years links to the NC programme of study in Art and Design. Whilst there are not links in each age range, these statements are just basic bones upon which we build our full curriculum.

Development Matters	
Birth to Three – Babies and young toddlers will be learning	<u>Expressive Arts and Design</u> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways.
3- and 4-year olds will be learning to:	<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.
Children in reception will be learning to:	<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.

Early Learning Goal – Past and Present Children at the expected level of development will:

Expressive Arts and Design - Being Imaginative and Expressive

- 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.

What Music Looks Like in the Early Years, including Indoor and Outdoor Provision

What you might see children doing	What you might see staff doing
• Exploring in our outdoor music and performance area. • Performing the Teddy Bears' Picnic Song and Dance. • Reciting poetry through our poem of the fortnight. • Using music through role play. • Singing songs as a class. • Listening to and learning rhymes. • Listening to songs linked to our topics. • Using a range of music-based vocabulary in their speech when in continuous provision/creating. • Making up their own songs. • Exploring different instruments and the noises that they make. • Using continuous provision to practise new skills learnt and express themselves.	• Teaching and modelling appropriate vocabulary. • Encouraging correct application of performance – intervening when needed. • Providing opportunities to listen to music and sing/chant along. • Providing opportunities for creative areas in class. • Scaffolding conversations to recall prior learning. • Introducing children to new music, artists and rhymes through poetry. • Stimulating curiosity through providing interesting themes. • Considering prior learning when planning opportunities. • Considering children's interests. • Showing interest in the children as individuals.