

How Music is taught in the Early Years Foundation Stage

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.



<p>How does the EYFS support the music curriculum in the wider school?</p>	<p>Singing and music are at the heart of the Early Years. Children have opportunities to explore music and instruments and sing every day.</p> <p>Early years teachers use songs and rhymes to teach and instil new concepts, encourage wanted behaviours, maintain young children's attention and to create a safe and fun environment.</p> <p>Children have access to music and instruments during free-flow provision. This includes access to an indoor and outdoor stage, complete with instruments and props for performances. Children also have access to a CD player in provision with a range of age appropriate music, which can be listened to out loud in groups or with headphones individually. Children have access to open-ended and natural resources both inside and outside, as well as at our Wild Space, which can all be used to create music and develop an understanding of how sounds are made.</p> <div data-bbox="491 1189 1401 1413" data-label="Image"> </div> <p>Music teaching in Reception is also supplemented through our school music scheme, Charanga. Children follow the Reception scheme of learning, using the tools and skills progression designed by Charanga in order to build the foundational skills and knowledge children need when moving through the school. Children in Reception also have discrete music teaching with our school's music specialist, Mrs Pascoe.</p>
<p>What are the Early Learning Goals children need to achieve by the end of</p>	<p>In order to develop the skills required for positive music learning, children first need to develop the skills of listening, attention and speaking. These skills ensure children can listen and respond to a range of music, explaining their opinions and understanding of music.</p> <p>Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</p>

reception to support the music curriculum?

rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Children's physical development can be supported through music, practising both fine-motor and gross-motor skills when playing instruments and when responding to music through dancing, jumping and skipping.

Gross Motor Skills

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children at the expected level of development will: Use a range of small tools, including scissors, paint brushes and cutlery;

Children demonstrate comprehension skills when discussing music, learning new, technical vocabulary which they will understand and then use themselves.

Comprehension

Children at the expected level of development will: - Use and understand recently introduced vocabulary.

Music exposes children to a range of cultures and gives children opportunities to discuss these similarities and differences between different styles of music from different countries.

People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries

Children in Early Years have regular access to the outside world to explore the natural features around them, and often these can be used as opportunities to create music and explore sounds.

The Natural World

Children at the expected level of development will: - Explore the natural world around them, making observations, - Know some similarities and differences between the natural world around them and contrasting environments;

Finally, music is found explicitly in the 'Expressive Arts and Design' Early Learning Goals.

Expressive Arts and Design

Creating with Materials

Children at the expected level of development will: - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children at the expected level of development will: - 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 learning would you expect to see in EYFS for music?

Children in Reception learn through child-initiated play and interest led learning. Children have free opportunities to explore music and instruments during Busy Learning. Children may recreate familiar songs and rhymes they already know in provision, they may also create their own songs and rhymes as they learn to explore language and melody. Children may explore the different sounds instruments make when played in different ways, including changing the tempo and dynamics. Children may use props to support their musical explorations and create 'bands' and performances, adding clothes, material and dances. Children may play

games with music, exploring ways of stopping and starting when playing musical statues with their peers or exploring how to change musical sounds when instructing others to play 'louder' or 'quieter'.

Through discrete music teaching with our musical specialist and using Charanga, children are exposed to a variety of different styles of music to 'listen and appraise'. They discuss in simple terms what they like and dislike about the music and can respond to it through movement and dancing. Children learn songs and rhymes to sing in a large group, as well as having opportunities to perform independently and in smaller groups. Children learn to play tuned instruments (glockenspiels) along with the songs learnt, and later in the school year are given the opportunity to improvise their own playing. Children are introduced to the beginnings of the interrelated dimensions of music, for example, they find the pulse in pieces of music through clapping and other movements. Details of specific skills taught can be found in our Early Years Curriculum document.

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Nursery	<p>Who am I? Action Songs</p> <p>Can express musical preferences and has favourites.</p> <p>Can sing and chant with and to others.</p>	<p>Nativity production Christmas</p> <p>Anticipates change in familiar music eg recognises and remembers when music is going to get louder, quieter or stop.</p> <p>Reproduces songs in individual ways.</p>	<p>Jack and the Beanstalk</p> <p>Describes music eg 'scary music, angry music, happy music.'</p> <p>Moves in response to rhythms.</p>	<p>Nursery Rhymes</p> <p>Can identify specific sounds in the environment eg sounds of cars, running water.</p> <p>Creates own patterns in music making.</p>	<p>Growing and Us</p> <p>Sings to and with toys, props and resources.</p> <p>Sings in dramatic role play, eg singing phrases such as 'dinner's ready' or 'let's go'.</p> <p>Experiments with ways of playing instruments eg volume (dynamic), speed (tempo), character of sound eg tapping or shaking a tambourine (timbre).</p>	<p>School</p> <p>Repeats phrases of songs</p> <p>Can sing an entire song.</p> <p>Shows control in holding and playing instruments.</p>
Reception	<p>Mel</p> <p>I can identify and match an instrumental sound.</p> <p>I can describe the sound of instruments (eg scratchy sound, soft sound)</p> <p>I can clap to the pulse of the music I am listening to.</p> <p>I can lead or be led by other children in music making ie being a conductor.</p> <p>Operates equipment (CD player)</p> <p>Vocab: Pulse, instrument names, conductor, CD player, play, headphones,</p>	<p>Nativity Production My stories</p> <p>I can listen and respond to others in a pair/group music making.</p> <p>I can create rhythms using body percussion and instruments.</p> <p>I can match the melodic shape of songs.</p> <p>I enjoy performing.</p> <p>Vocab: rhythm, percussion, song, chorus, verse,</p>	<p>Everyone!</p> <p>I can tap rhythms to accompany words eg tapping the syllables of names/objects/animals.</p> <p>I can play along to the beat of a song or the rhythm in the music (eg lyrics).</p> <p>I can play instruments with control to play loud/quiet, fast/slow (dynamics and tempo).</p> <p>Vocab: rhythm, beat, pulse, control, loud, quiet, fast, slow, (dynamics/tempo),</p>	<p>Our World</p> <p>I can create music based on a theme eg creates the sounds of the seaside.</p> <p>I can keep a steady beat while playing instruments.</p> <p>I can move in time to the pulse of the music and can respond to changes (eg jumps when there is a loud/sudden change.)</p> <p>Vocab: compose, beat, steady, pulse, loud, quiet, fast, slow,</p>	<p>Big Bear Funk</p> <p>I can move to the sound of instruments eg walks, jumps, hops to the sound of a drum.</p> <p>I can combine moving, singing and playing instruments.</p> <p>I can choreograph my own dances to familiar music.</p> <p>I can play instruments (inc imaginary ones such as air guitar) to match the structure of the music eg playing quietly with quiet parts and stopping when it stops.</p> <p>Vocab: instrument names, fast, slow, quiet, loud, beat</p>	<p>Reflect, Rewind and Replay</p> <p>I can think abstractly about music and express this physically or verbally eg this music sounds like floating on a boat or like dinosaurs.</p> <p>I can distinguish and describe changes in music and compare pieces eg this piece started fast and then it became slow or this music was spiky and this one was smooth.</p> <p>Vocab: compare, changes,</p>

Children in Reception develop their singing skills through singing time as a whole class every day, as well as learning songs for special events. They develop their skills of matching melodic shapes of songs and enjoy performances, for example through nativities and end of year shows.

How are pupils given opportunities to apply basic skills in your subject?

- Free-flow provision opportunities.
- Daily singing time.
- Practises for performances e.g. school nativity.
- Weekly music lessons.
- Interactions with adults, modelling and encouraging use of new vocabulary.

What does your subject look like in Early Years? How does this link to the rest of the school?

Child-initiated musical opportunities give children an opportunity to explore instruments, music and song. Children respond to music through movement and dance, as well as talking about music with adults and peers through high-quality interactions. Adults sing every day with children and to children, for a range of purposes. Children develop a love of music which fosters the positive attitudes needed when beginning their musical learning journey at school.

Children listen to a range of music from different countries and with different styles. Children begin to discuss their musical preferences in simple terms and begin learning how to describe the music they listen to, building foundational skills for when they will continue listening and appraising as they are exposed to more music genres and songs in later years.

Following the Charanga scheme of music ensures that children are exposed to and taught the basic skills and knowledge needed to progress onto the next stage of learning in year one. The scheme is created in a way for children to develop new musical skills and concepts, and re-visit established musical skills and concepts as they move through the units of work. They repeat musical skills and are exposed to the interrelated dimensions of music in each unit. By following this scheme, the children in Reception have the fundamental knowledge and skills needed when moving into year one and continuing through the Charanga Musical School Scheme.