

EYFS Curriculum Pathway – Music

Our EYFS Curriculum Pathway to KS1 builds on pupils' past knowledge and prepares them well for the learning that is to come in KS1.

The most relevant early years outcomes for Music are taken from the following areas of learning:

- Understanding the World
- Expressive Arts and Design

Our approach to the Music Curriculum in Early Years Foundation Stage

In EYFS we are working towards the KS1/2 milestones of - to transcribe, to describe music, to perform, to compose. To support the development of our EYFS Music curriculum we use Musical Development Matters in the Early Years by Nicola Burke which provides further detail for non-specialist teachers to enable them to deliver a high quality EYFS musical education. At Ryton Federation we support and nurture children's musical development by offering broad musical experiences. Music interweaves through all areas of learning and development. It can be noisy, and it can be difficult to document as it is live, invisible and ephemeral. We benefit from a term of music sessions delivered by the Gateshead Music Service each year.

Music

	A Unique Child	What this looks like at Ryton Federation
Exploring and Playing	<p>Adds sound effects to stories using instruments.</p> <p>Leads or is led by other children in their music making, ie being a conductor. Listens and responds to others in pair/group music making.</p> <p>Operates equipment such as CD players, MP3 players, handheld devices, keyboards.</p> <p>Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo).</p> <p>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.</p> <p>Creates music based on a theme E.g. creates the sounds of the seaside.</p> <p>Finds and records sounds using recording devices.</p> <p>Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, E.g. playing quietly with quiet parts</p>	<p>Our environment invites children to make music together but we also put instruments in dens outdoors as some children may enjoy making music in dens/enclosed spaces.</p> <p>We experiment with different genres of music playing within the musical environment. In Reception we have 'Jukebox' sessions where children request favourite music to be played. Where possible we record children's pieces, play the pieces back to the children and include them to our repertoire of music played in the setting.</p> <p>We always offer instruments that lend themselves well to the activity we are exploring, E.g. tapping instruments such as claves and drums are easier to use when exploring rhythm games as shaky instruments are more challenging to play a defined rhythm with.</p>

	<p>within music, stopping with the music when it stops.</p> <p>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p> <p>Taps rhythms to accompany words, E.g. tapping the syllables of names/objects/animals/lyrics of a song.</p> <p>Creates rhythms using instruments and body percussion.</p> <p>May play along to the beat of the song they are singing or music being listened to.</p> <p>May play along with the rhythm in music, E.g. may play along with the lyrics in songs they are singing or listening to.</p>	<p>As part of Phase 1 Phonics/adult led activities and play based musical activities we invite children to create sound effects to accompany stories and explore conducting games, together with the children: decide on a signal for start and stop.</p> <p>Whilst playing with children we explore ways of extending the children's musical ideas, E.g. copy a child's pattern and then add an idea, sensitively offering and playing with ideas, we understand that adult involvement may encourage more sustained musical play. We play rhythm games, E.g. tapping out the syllables of children's names, song lyrics. We encourage children to play instruments one by one and encourage other children to listen carefully and describe the sound or move to the sound of each instrument as they listen. We use symbols/colours to represent instruments, E.g. a circle could represent a tambourine, a rectangle could represent a chime bar. Children can create visual patterns with the shapes which they could then either play themselves, other children could play or an adult could play. We also mark making to sounds/instruments and make our own noise makers in craft areas exploring the different sounds of different materials.</p>
Hearing and Listening	<p>Matches music to pictures/visual resources.</p> <p>Describes the sound of instruments E.g. scratchy sound, soft sound.</p> <p>Creates visual representation of sounds, instruments and pieces of music, E.g. mark making to specific sounds or pieces of music.</p> <p>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."</p> <p>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."</p> <p>Associates genres of music with characters and stories.</p>	<p>We have a listening area and create a library of music that the children can choose from. Children can select music to play at certain times in the day, E.g. a track to play at snack time. We have songs which help children with the daily routine but also songs which help children to learn stories and other knowledge E.g. growth, names of plants, keeping healthy. We use Spotify and YouTube for instant, spontaneous music.</p> <p>We understand that children may respond differently to how we may expect them to. Responses to music are individual, what one considers to be relaxing may not be to another. We allow and encourage children to respond individually and value all children's ideas, thoughts and feelings.</p> <p>Again, a lot of the hearing and listening work comes from Phase 1 Phonics which all children</p>

	<p>Accurately anticipates changes in music, E.g. when music is going to get faster, louder, slower.</p>	<p>in EYFS, but particularly Nursery, focus on. Some activities include children playing instruments and asking other children to describe the sound, verbally or physically. Encouraging children to listen carefully by guiding them to listen, play music and invite children to respond at specific times, E.g. shake your hands when you hear the loud part. Offering a range of visual resources/pictures and invite children to match pictures to music. Asking children questions about the music, E.g. what do you like about the music? What can you hear? Inviting children to create marks/symbols/ pictures to pieces of music and instrumental sounds. We discuss the music with children, inviting them to describe the music and seek out their opinions and thoughts.</p>
Vocalising and Singing	<p>To sing a few familiar songs</p> <p>To develop a preference for forms of expression.</p> <p>To explore and learn how sounds can be changed.</p> <p>To sing to self and make up simple songs.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To bE.g.in to build a repertoire of songs and dances.</p> <p>30- 50 Creates his or her own songs, often with a real sense of structure, E.g. a bE.g.inning and an end.</p> <p>Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>Merges elements of familiar songs with improvised singing.</p> <p>Creates sounds in vocal sound games. Changes some or all of the words of a song.</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p> <p>Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>Able to sing the melodic shape (moving</p>	<p>When singing we include the children's favourite songs within singing times, whether this be songs from home or songs learnt at the setting and we have themed song boxes which we curate and add to throughout the year. We play with rhyming words, encourage children to sing words that rhyme with others and we repeat songs as children learn songs through repetition. The children often make a stage and sing in groups, whether this be nursery rhymes, pop songs, songs from home or their own creations.</p> <p>We have a wide repertoire of circle song games and group games, E.g. songs with parachutes, partnering songs E.g. "Row, Row", there was a princess long ago. We play mouth exercise games and vocal warm up games before singing. We support children to develop their singing voice use a limited pitch range using different songs, they are developing their ability to control their voices and we encourage them to use their "singing" voice as when asked to sing loudly children often shout.</p> <p>Children perform songs on stage to an audience during World Nursery Rhyme Week, Christmas Performances, Harvest Festival Performances and End of Year Concerts.</p>

	<p>melody, E.g. up and down, down & up) of familiar songs.</p> <p>Sings entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Internalises music, E.g. sings songs inside his or her head.</p>	
Instruments	<p>To tap out simple repeated rhythms.</p> <p>To make up rhythms.</p> <p>To develop a preference for forms of expression.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To explore the different sounds of instruments.</p> <p>To create simple representations of events, people and objects.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Instruments in EYFS refers to all resources which have sound-making possibilities, E.g. pans and wooden spoons should be considered to be instruments. All instruments are treated with care and respect. By modelling respect and care for instruments in the environment and valuing instruments, adults can offer clear and positive messages about music making.</p> <p>We present instruments in the environment; they are not in a cupboard and we vary the instruments to generate interest and explore sounds/ways of playing. We use conductor cards and model using them so children can use them in their play. Children often create a stage and use instruments to play in a band or use instruments alongside a song box when singing. We bring stories to life using instruments and use lots of instruments to develop listening skills and sound discrimination in Phase 1 Phonics. Instruments are incorporated into ring games. Children enjoy playing instruments outdoors where they can play them louder and use them when marching/dancing.</p> <p>We understand that music can be a way of exploring, communicating and responding to experience. Making music with others can be a social experience E.g. two or more children making music with pots, pans or traditional instruments. This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings.</p>
Moving and Dancing	<p>To imitate movement in response to music.</p> <p>To develop a preference for forms of expression.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint</p>	<p>Children have opportunities to physically respond to different genres in the classroom and during PE sessions. We take time to observe children's movement responses to sounds (pieces of music, songs and instruments). We vary the instruments that we offer in the environment and observe how the children move whilst playing with different instruments. In play and phonics/music sessions</p>

	<p>and other materials or words.</p> <p>To be e.g. in to build a repertoire of songs and dances.</p> <p>To create simple representations of events, people and objects.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Claps or taps to the pulse of the music he or she is listening to.</p> <p>Claps or taps to the pulse of the song he or she is singing.</p> <p>Physically interprets the sound of instruments, E.g. tiptoes to the sound of a xylophone.</p> <p>Physically imitates the actions of musicians, E.g. pretends to play the trumpet, piano, guitar</p> <p>40 60 Moves to the sound of instruments, E.g. walks, jumps, hops to the sound of a beating drum.</p> <p>Combines moving, singing and playing instruments, E.g. marching, tapping a drum whilst singing.</p> <p>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.</p> <p>Replicates familiar choreographed dances E.g. imitates dance and movements associated with pop songs. Choreographs his or her own dances to familiar music, individually, in pairs/small groups.</p>	<p>we encourage children to listen carefully to the sound of an instrument and move in response. We play lots of movement and listening games that use different sounds for different movements, E.g. march to the sound of the drum, creep to the sound of the maraca, ask for the children's ideas and we invite children to share their dance routines that they create either at home or in the setting.</p>
Technology	<p>To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>There is an enormous range of ways that devices can be used to support and enable music making. We believe that effective use of devices can positively contribute to children's music making and musical development. We have access to iPads to record, compose and play music, dances and singing.</p>