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| **EYFS Expressive Arts and Design ( Music )** | | | | | |
| **Subject specific focus from statutory framework for Early Years Foundation Stage**  Providers must support children in the specific area of:  • expressive arts and design  Educational programmes must involve activities and experiences for children, as follows:  Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music  .  **Guidance from Development Matters (2013)**  **Early Years Outcomes- 30-50+ months**   * Enjoys joining in with dancing and ring games. * Sings a few familiar songs. * Beginning to move rhythmically. * Imitates movement in response to music. * Taps out simple repeated rhythms. * Explores and learns how sounds can be changed.   **Early Years Outcomes- 40-60+ months**   * Begins to build a repertoire of songs and dances. * Explores the different sounds of instruments.   **Early Years Outcomes- ELG**  **Early Learning Goal**   * Children sing songs, make music and dance, and experiment with ways of changing them | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Me Growing, how I look, colours ,homes  Listen and respond  Explore and Create  Singing nursery rhymes and action songs  Share and Perform | Listen and respond  Explore and Create  Singing nursery rhymes and action songs  Share and Perform  Parents Christmas Concert  Learn Christmas songs to perform | <https://www.bbc.co.uk/teach/bring-the-noise/music-class-lesson-plan-downloads/zdgtjhv>  What is Noise?  Hands in the Air  I am a Robot  Mental Health week  Learn Its Ok Please Just say | Our World  Listen and respond  Explore and Create  Singing nursery rhymes and action songs  Share and Perform | Big Bear Funk  Listen and Appraise  Musical Activities- singing, improvising and playing of classroom instruments  Perform and Share | |
| **Enrichment Christmas Concert / Parent Drop in/** | | | | | |

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| * **Roebuck Knowledge and Skills** |
| * **Listen and Appraise Skills** |
| * To learn how they can enjoy moving to music |
| * **Listen and Appraise Knowledge** |
| * To know at least 2 songs off by heart * To begin to discuss what the songs are about * To begin to know and recognise the sound and names of some of the instruments they use. |
| * **Musical Activities Skills** |
| * To find the pulse. * To listen to a rhythm * To march to the steady beat * To listen and sing back |
| * **Musical Activities Knowledge** |
| * To know that music has a steady pulse, like a heartbeat * To begin to create rhythms from words, our names, favourite food, colours and animals |
| * **Singing Skills** |
| * To learn about voices, singing notes of different pitches (high and low) * To learn that they can make different types of sounds with their voices |
| * **Singing Knowledge** |
| * To confidently sing at least 3 songs from memory and sing them in unison |
| * **Playing Skills** |
| * To treat instruments carefully and with respect * To play a tuned instrumental part with the song they perform. (note) * To listen and follow musical instructions from a leader. |
| * **Playing Knowledge** |
| * To learn the names of the notes in their instrumental part * To learn the names of the instruments they are playing. |
| * **Improvisation Skills** |
| * To listen and clap back |
| * **Improvisation Knowledge** |
| * To know that improvisation is about making up our own tunes on the spot. * To know that improvisation has never been heard before and it is not written down |
| * **Composition Skills** |
| * To create a melody using one. two. |
| * **Composition Knowledge** |
| * To know that everyone can compose. |
| * **Performance Skills** |
| * To choose a song and perform it . |
| * **Performance Knowledge** |
| * To know that a performance is sharing music with other people, called an audience. |