|  |
| --- |
| **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 ,homesListen and respondExplore and CreateSinging nursery rhymes and action songsShare and Perform  | Listen and respondExplore and CreateSinging nursery rhymes and action songsShare and PerformParents Christmas ConcertLearn 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 AirI am a RobotMental Health week Learn Its Ok Please Just say | Our WorldListen and respondExplore and CreateSinging nursery rhymes and action songsShare and Perform | Big Bear FunkListen and AppraiseMusical Activities- singing, improvising and playing of classroom instruments Perform and Share  |
| **Enrichment Christmas Concert / Parent Drop in/**  |

|  |
| --- |
| * **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.
 |