Learning in EYFS

Music

In planning and guiding what children learn, practitioners will reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning
These are: **playing and exploring** – children investigate and experience things, and 'have a go'; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Music			
Three and Four-Year-Olds	Physical Development		• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • Use one handed tools and equipment
	Expressive Arts and Design		• 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
Reception	Physical Development		• Develop their small motor skills so that they can use a range of instruments confidently • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • 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.
ELG On Track – end of year expectations	Physical Development	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Being Imaginative and expressive	• Invent, adapt and recount narratives and stories with peers and their teacher. • 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

Expressive Arts and Design Autumn	Expressive Arts and Design Spring	Expressive Arts and Design Summer
• Children begin building a bank of songs to learn by heart • Children are introduced to simple percussion (claves) • Children can use learnt songs and rhymes and perform with percussion • Children can sing in a group call and response songs	• Children will develop favourite songs to sing • Children will explore a range of percussion instruments • Children will begin to copy musical patterns • Children will play in a group • Children will repeat songs learnt • Children will have the opportunity to perform to peers • Children will learn how to keep a steady beat • Children will begin to associate different sounds for different movements • Children will be introduced to the instruments including boom whackers and drums	• Children will move in time to music • Children will create their own music • Children will experience how to tap a rhythm • Children will perform in a group • Children will add music to a known story

Continuous Provision – available throughout the day for both focussed and self-chosen learning

- Children have the opportunity to express themselves musically in provision through;
- Use of body percussion
- Use of instruments both made by themselves and ready made
- Singing
- Dancing to music
- Percussion using the outside resources like saucepans, pots
- Performing to adults and peers